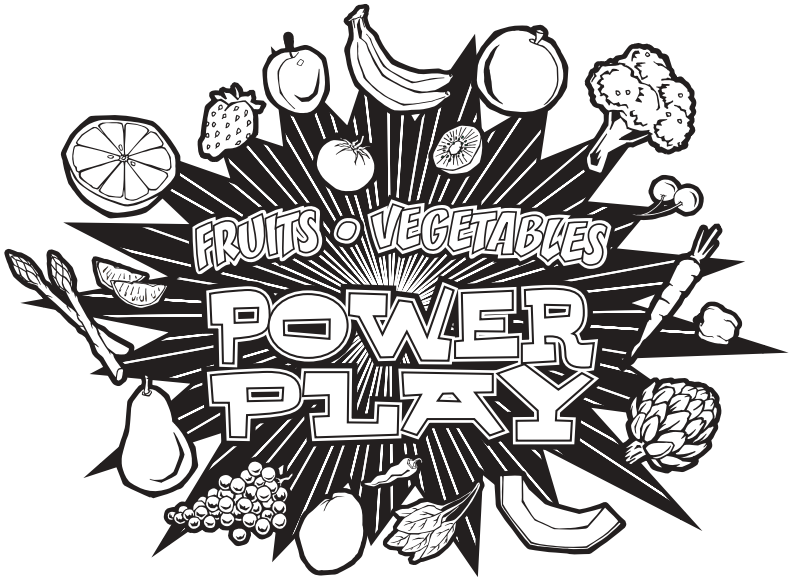
School Idea & Resource Kit

for Fourth Grade Teachers



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The *5 a Day—Power Play! Campaign* partners with the California Department of Education, California Department of Food and Agriculture, American Cancer Society, and other agencies concerned with children's health.

EAT FRUITS & VEGETABLES AND BE ACTIVE

Nutrition Network FOR HEALTHY ACTIVE FAMILIES

dhs California Department of Health Services

PUBLIC HEALTH INSTITUTE

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Introduction

What is the *California Children's 5 a Day—Power Play! Campaign?*

The *California Children's 5 a Day—Power Play! Campaign* encourages California's 9- to 11-year-old children to eat 3½ to 5 cups of fruits and vegetables and be physically active for at least 60 minutes every day. The *Campaign* works with schools, youth organizations, retailers, and the media to surround children with empowering messages and to create environments in which eating fruits and vegetables and being physically active is both easy and socially supported.

The *Campaign* is a part of the larger *California 5 a Day Campaign* and the *California Nutrition Network for Healthy, Active Families*. These programs are led by the California Department of Health Services to reduce the risk of chronic diseases, especially cancer, heart disease, and obesity.

The *5 a Day—Power Play! Campaign* partners with the California Department of Education, California Department of Food and Agriculture, American Cancer Society, and a variety of other agencies interested in children's health. The *Campaign* is funded by the U.S. Department of Agriculture Food Stamp Program to increase fruit and vegetable consumption, physical activity levels, and participation in federal nutrition assistance programs by children from low-income, food stamp-eligible families.

Overview of the *School Idea & Resource Kit*

The *5 a Day—Power Play! Campaign* created this *School Idea & Resource Kit (Kit)* to help fourth grade teachers add nutrition and physical activity messages into their curriculums. The *Kit* is research-based and educator-friendly. It's designed to align with the California State Content Standards (see page 3) and the California Department of Education's nutrition benchmarks.

The *Kit* contains 10 activities for teachers to use in the classroom. Along with the *Kit*, teachers can also receive student workbooks and copies of the *5 a Day—Power Play! Campaign's* parent brochure. You do not need to be a nutrition expert to use the *Kit*. Simply review the background information and, if necessary, take advantage of the additional resources referred to in the Appendix.

Many educators and several hundred students from around California provided valuable input as focus group participants and/or pilot-test participants to help make this *Kit* both useful for educators and enjoyable for children.

Disclaimer

The name of the *Children's 5 a Day—Power Play! Campaign* was created at a time when the dietary recommendation for 9- to 11-year-old children was to eat 5 or more servings of fruits and vegetables every day. In January 2005, the revised Dietary Guidelines for Americans was released, which indicated that children in this age group eat 3½ to 5 cups of fruits and vegetables every day. While the name of the *Children's 5 a Day—Power Play! Campaign* was not changed at the time of this publication, the content in this document reflects the new fruit and vegetable recommendations of the 2005 Dietary Guidelines for Americans. In addition, the physical activity recommendation in this document is in compliance with the revised guidelines.

Using the Kit

The NEW *School Idea & Resource Kit* activities are in a consistent, easy-to-follow format. Each activity contains the following sections:

- **Learning Objectives.** *What your students will have learned after completing the activity*
- **Links to Content Standards.** *The California Content Standards that are associated with the activity*
- **Prep Time.** *The average amount of time needed to prepare for the activity*
- **Activity Time.** *The average amount of time needed to conduct the activity with your students*
- **Materials Needed.** *The materials you will need to conduct the activity (excluding Go Farther ideas)*
- **READY.** *A brief overview of the activity*
- **SET.** *What you need to do before conducting the activity with your students*
- **GO.** *Easy-to-follow directions for conducting the activity*
- **GO FARTHER.** *Possibilities for expanding the activity*
- **Activity Notes,** *if appropriate. Background information for the activity and tips for conducting the activity*

Student workbooks have been provided so that reproduction of the activity worksheets is not necessary. Both English- and Spanish-language worksheets are also included in the *Kit*. To receive additional student workbooks for the new school year, contact your local *Children's 5 a Day—Power Play! Campaign* representative. Visit our Web site at www.ca5aday.com for contact information.

The *Kit* is designed with basic, fundamental activities at the beginning and more advanced activities at the end. If you cannot complete all 10 activities, we recommend that you select at least 5 activities, beginning with some basic activities from the beginning of the *Kit* and progressing toward the more advanced activities at the end.

Links to California Content Standards

Activity	Links to Content Standards
1. Power Survey	**Statistics, Data Analysis, and Probability 1.0**, 1.1 **Listening and Speaking Strategies 1.0**, 1.1, 1.2
2. Power Search	**Reading Comprehension 2.0**, 2.2 **Writing Strategies 1.0**, 1.5, 1.6, 1.7, 1.8 **Writing Applications 2.0**, 2.3 ** Depending on field trip or speaker, Life Sciences 3b, 3c **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8
3. How Much Do I Need?	**Number Sense 1.0**, 1.6 **Algebra and Functions 1.0**, 1.1 **Mathematical Reasoning 1.0**, 1.1 ** Science: Investigation and Experimentation 6b **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8
4. Power Choices	**Listening and Speaking Strategies 1.0**, 1.1 **Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8
5. Fruit & Vegetable and Power Play! Journal	**Reading Comprehension 2.0**, 2.2 **Writing Strategies 1.0**, 1.2
6. My Power Plan	**Listening and Speaking Strategies 1.0**, 1.1 **Depending on the field trip or speaker, Life Sciences 3b
7. Rate the Taste	**Word Analysis, Fluency and Systematic Vocabulary Development 1.0**, 1.5 **Writing Applications 2.0**, 2.1
8. The Power of Advertising	**Listening and Speaking Strategies 1.0**, 1.1, 1.8, 1.10 **Writing Strategies 1.0**, 1.1 **Reading Comprehension 2.0**, 2.2 ** Visual Arts: Creative Expression 2.0, 2.6, 2.7, 2.8
9. What's on a Label?	**Number Sense 2.0**, 2.2 **Number Sense 3.0**, 3.1, 3.2, 3.4 **Reading Comprehension 2.0**, 2.2 **Mathematical Reasoning 1.0**, 1.1 ** Writing 1.0, 1.5, 1.6, 1.7, 1.8
10. Healthier Please!	**Listening and Speaking Strategies 1.0**, 1.1, 1.2 **Speaking Applications 2.0**, 2.1 ** Visual Arts: Creative Expression 2.0

** Addressed with Go Farther ideas

Master List of Materials

To complete all ten activities in this *Kit*, you will need the following materials:

- Student workbooks (Activities 1-10)
- Resources for student research and reference, such as encyclopedias, library books, Internet access, thesaurus, etc. (Activities 2 and 7)
- Measuring cups (Activity 3)
- Variety of fruits and vegetables for demonstration and tasting (fresh, frozen, canned, dried, and juiced) (Activities 3 and 7)
- Supplies for conducting taste testings, including serving containers (cups, bowls, and plates), napkins, tasting forks and/or spoons, food preparation equipment (knives, cutting boards, etc.) and cleaning supplies (sponges, dish detergent, etc.) (Activity 7)
- Sample advertisements from television, radio, magazines, or newspapers (Activity 8)

Background

The Basics of Nutrition and Physical Activity

The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based advice of the 2005 Dietary Guidelines for Americans highlights how to make smart choices from every food group, get the most nutrition out of your calories, and find your balance between food and physical activity.

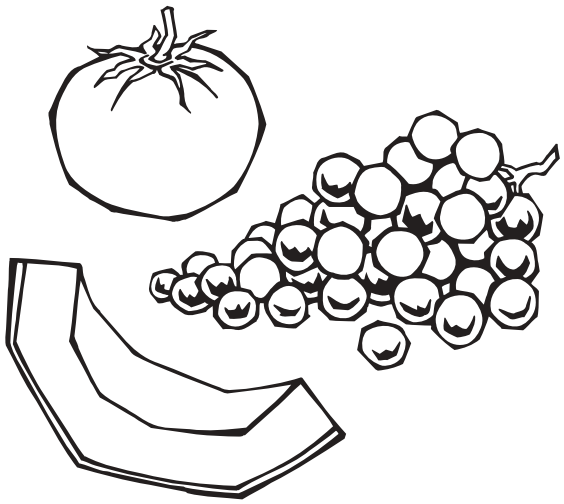
The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day and staying within your daily calorie needs. A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat free or lowfat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Physical activity is also part of the healthy living equation. Regular physical activity is important for your overall health and fitness, and helps you control your body weight. Here are a few physical activity recommendations that pave the way to a healthier you:

- Be physically active for at least 30 minutes most days of the week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to control body weight. About 60 minutes a day may be needed to prevent weight gain.
- Children and teenagers should be physically active for 60 minutes every day.

A healthy, balanced diet that includes plenty of fruits and vegetables and regular physical activity are major investments in your life. In fact, healthy eating and physical activity may reduce your risk of many chronic diseases such as heart disease, certain cancers, type 2 diabetes, and osteoporosis, and increase your chances for a longer life. To learn more about the 2005 Dietary Guidelines for Americans and find ways to make healthy food and physical activity choices, go to www.healthierus.gov/dietaryguidelines and www.mypyramid.gov.



The Importance of Fruits and Vegetables

Fruits and vegetables give you many of the nutrients that you need: vitamins, minerals, dietary fiber, water, and healthy phytonutrients. Some are sources of vitamin A, while others are rich in vitamin C, folate, or potassium. Almost all fruits and vegetables are naturally low in fat and calories and none have cholesterol.

For children, fruits and vegetables are sources of nutrients that are essential for growth and development, such as vitamin A, vitamin C, folate, and dietary fiber. By establishing the habit of eating fruits and vegetables early in life, children can get a head start in reducing their future risk of certain common cancers, heart disease, hypertension, stroke, type 2 diabetes, and overweight.

The Importance of Physical Activity

Physical activity helps relieve stress and makes you feel good. It will help you be more productive and sleep better. Physical activity is also good for your health. It helps you achieve and maintain fitness and lowers your chronic disease risk. Children and adolescents benefit from activity, too. It is recommended that they get at least 60 minutes of moderate to vigorous physical activity every day.

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

Consider These Facts

Children are not eating enough fruits and vegetables or engaging in enough physical activity.

- In California, 9- to 11-year-old children eat an average of 3.2 servings (about 1.6 cups) of fruits and vegetables on a typical day.[1]
- In California, nearly 40 percent of children assessed through the state's Fitnessgram were considered unfit. There were a higher percentage of unfit children among the Latino and African American populations.[2]

Poor nutrition and low levels of physical activity greatly affect children.

- Inadequate nutrition and poor diet is a major cause of impaired cognitive development, is associated with poor educational performance among low-income children and also contributes to obesity, anemia, and susceptibility to lead poisoning.[3]
- Children engaged in daily physical education show superior motor fitness, academic performance, and [a more positive] attitude toward school as compared to their counterparts who do not participate in daily physical education.[4]
- Obesity rates have doubled in children and tripled in adolescents over the last two decades.[5]
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.[6]

Establishing healthy eating and activity habits among children can help head off problems in adulthood.

- About half of overweight children or teens will be obese in adulthood.[7,8]

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1. California Department of Health Services. (2003). [2003 California Children's Healthy Eating and Exercise Practices Survey]. Unpublished data.
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5. Ogden C., Flegal K., Carrol M., & Johnson C. (2002). Prevalence and trends in overweight among U.S. children and adolescents, 1999-2000. *Journal of the American Medical Association, 288*, 1728-1732.
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Suggestions for Maintaining a Healthy Classroom

Much of a child's waking hours are spent at school in the classroom. What better place to encourage children to eat more healthfully and be more physically active! Healthy eating and physical activity help children stay energized and ready to learn. In addition to using this *Kit* to teach your students about the importance of eating fruits and vegetables and being physically active, you can create a classroom that supports these behaviors.

Here's how to maintain a healthy classroom:

- **Motivate your students with your words and actions.** Let your students see you enjoying fruits and vegetables by eating lunch with them. Bring fruits and vegetables in your lunch and for snacks. Consider trying the school lunch and encourage your students to try it. Let your students see you participate in physical activities at school or talk about physical activities you participate in outside of school. Before students head out for recess, encourage them to do something physically active.

- **Create a classroom healthy snack and celebration policy.** At the beginning of the school year, create a healthy snack and celebration policy with the students. Be sure to provide a copy of the classroom policy to students to take home to their parents. For healthy snack ideas, see the Power Choices Activity Notes.

- **Use classroom rewards and discipline that support health.** Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don't withhold recess or physical education (P.E.) time as a form of discipline.

- **Create a classroom that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning in the class. Take a two-minute activity break between lessons and have students lead the break with stretches, or play a popular dance song and let students dance. Join in and participate with the students. Offer physical education on a daily basis. Be sure that your P.E. lessons keep your students active and moving at least half of the time.

- **Do a scan of your classroom to be sure it supports healthy eating and physical activity.** Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting fruit and vegetable consumption and physical activity. Avoid any objects in your classroom that could be considered an advertisement, especially those that promote unhealthy products.

- **Be an advocate for a healthier school environment.** Work with other teachers, school administrators, school staff, parents, and students to establish an advisory council that focuses on creating a healthy school nutrition and physical activity environment. The advisory council can use existing tools, such as the CDC's School Health Index (http://apps.nccd.cdc.gov/shi/) and the USDA's Changing the Scene (http://www.fns.usda.gov/tn/Healthy/changing.html) to assess the school's current environment and work toward healthy changes.

Power Survey

ACTIVITY 1

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Define "fruit," "vegetable," and "physical activity."
- State the recommended cups of fruits and vegetables children should be eating and the recommended minutes of physical activity they should engage in every day.
- Identify and graph the current nutrition and physical activity related habits and attitudes of the class.

LINKS TO CONTENT STANDARDS

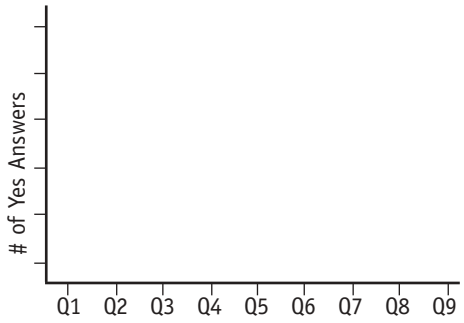
- Statistics, Data Analysis, and Probability 1.0
  Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Listening and Speaking Strategies 1.0
  Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

READY

Working in small groups, students survey one another about their nutrition and physical activity related habits and attitudes. Then students work as a class to graph and analyze the results.

SET

- Review Power Survey, Worksheet 1.
- Create a blank graph on the board. Title the vertical axis "# of Yes Answers." On the horizontal axis, create a space for each question from the survey, as shown below.



TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their nutrients. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable. You can use the following simple definitions based on the plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, avocado, or pear.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce, carrots, or asparagus.
- Physical activity is a game, sport, exercise, or other action that involves moving your body, especially when it makes your heart beat faster. The *5 a Day—Power Play! Campaign* also calls this "power play."

Power Survey

GO

1. Review survey process.

- Explain to students that this activity will help them learn more about their own and their classmates' nutrition and physical activity related habits and attitudes.
- Briefly discuss the basic definitions of fruit, vegetable, and physical activity on the previous page.
- Tell your students that children their age should eat 3½ to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.
- Create small groups of 6-7 students.
- Ask students to turn to the Power Survey activity on Worksheet 1 of their workbooks. Review the directions at the top of the worksheet with students.

2. Students survey classmates.

- Allow students about 10 minutes to conduct the surveys in their groups. When students have completed the survey, ask the *Recorder* to add the number of "yes" answers for each question.

3. Chart student responses.

- Have each *Recorder* report the number of "yes" answers for each question. Add each group's findings together to come up with a total number of "yes" answers for each question.
- Complete the graph that you prepared on the board using this data.

4. Discuss students' findings.

- When the graph is completed, review the results. Then lead a discussion.
  - According to the graph, do most of you think fruits and vegetables give you energy (Q3)? Why or why not?
  - According to the graph, do most of you think that eating 3½ to 5 cups of fruits and vegetables every day is easy (Q8)? Why or why not?
  - According to the graph, do most of you think that eating 3½ to 5 cups of fruits and vegetables every day can help you do better in school (Q9)? Why or why not?
  - According to the graph, were most of you physically active during your last recess (Q2)? Why or why not?
  - According to the graph, do most of you think being physically active for at least 60 minutes every day is easy (Q4)? Why or why not?
- Conclude the activity by explaining that in the upcoming weeks students will be learning new ways to eat more fruits and vegetables and get more physical activity every day and why both are important.
- You may want to revisit this activity at a later date and compare the results with today's results. Be sure to save these results, so that you can compare them when you repeat the activity later.

GO FARTHER

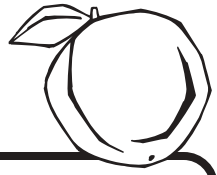
- Students can use the survey questions with another class, create a new graph of the responses, and compare their class graph with the graph for the other class.
- Students can use the survey questions with family members and begin a discussion at home of why eating 3½ to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day is important.
- If you have access to computers, show students how to create bar graphs on the computer.
- As an alternative to creating a bar graph, think of creative new ways to show the results of your class survey. For example, you may wish to create a "human bar graph" by having the children line up on the playground as "yes" or "no" responses. You also may wish to use stackable objects or paper clips to create a three-dimensional graph.

Name _____ Date _____

WORKSHEET 1

Power Survey

- Pick one person in your group to be the *Surveyor*—the one who asks the questions.
- Pick someone else to be the *Recorder*—the one who keeps track of the answers.
- The *Surveyor* reads each question out loud. For each question, ask everyone in the group to raise their hands if they want to answer "yes." Don't forget to include the *Surveyor* and the *Recorder*. The *Surveyor* counts the number of hands that are raised.
- The *Recorder* writes the number of "yes" answers in the question's box.
- *Example:* The *Surveyor* asks, "Did you try a new fruit or vegetable last month?" Four students raise their hands to say "yes." The *Recorder* writes "4" in that question's box.



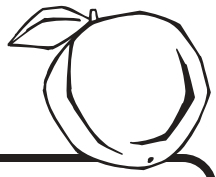
1 **Did you try a new fruit or vegetable last month?**	2 **Were you physically active during your last recess?**	3 **Do you think fruits and vegetables give you energy?**
4 **Do you think it's easy to get at least 60 minutes of physical activity every day?**	5 **Do you think being physically active can help keep you from getting sick?**	6 **Have you ever asked your parents to buy your favorite fruits or vegetables?**
7 **Did you try a new physical activity last month?**	8 **Do you think eating 3½ to 5 cups of fruits and vegetables every day is easy?**	9 **Do you think eating 3½ to 5 cups of fruits and vegetables every day can help you do better in school?**

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 1

Encuesta de Poder

- Selecciona una persona en tu grupo que sea el *Encuestador*—el que hace las preguntas.
- Seleccione a alguien que sea el *Contador*—el que mantiene el récord de las respuestas.
- El *Encuestador* lee cada pregunta a voz alta. Para cada pregunta, pide que todos los del grupo levanten la mano si desean contestar "sí". No olviden de incluir al *Encuestador* y al *Contador*. El *Encuestador* cuenta el número de manos que se han levantado.
- El *Contador* escribe el número de respuestas "sí" en el cuadro de la pregunta.
- *Por ejemplo:* El *Encuestador* pregunta, "¿Probaste una nueva fruta o vegetal el mes pasado?" Cuatro estudiantes levantan la mano para indicar que "sí". El *Contador* escribe "4" en el cuadro de esa pregunta.



1 **¿Probaste una nueva fruta o vegetal el mes pasado?**	2 **¿Estuviste activo físicamente durante tu último recreo?**	3 **¿Crees que las frutas y vegetales te dan energía?**
4 **¿Crees que es fácil hacer al menos 60 minutos de actividad física cada día?**	5 **¿Crees que el estar activo físicamente te puede ayudar a no enfermarte?**	6 **¿Alguna vez has pedido a tus padres que te compren tu fruta o vegetal favorito?**
7 **¿Intentaste una nueva actividad física el mes pasado?**	8 **¿Crees que es fácil comer de 3½ a 5 tazas de frutas y vegetales cada día?**	9 **¿Crees que comer de 3½ a 5 tazas de frutas y vegetales cada día te ayudan a tener mas éxito en la escuela?**

Power Search

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 5 different fruits and vegetables.
- Describe key characteristics and health benefits of at least one fruit or vegetable.
- Locate credible information about fruits and vegetables using a variety of sources.
- Write a composition about their findings.

LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0
  Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Writing Strategies 1.0
  Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.
- Writing Applications (Genres and Their Characteristics) 2.0
  Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

TIME

- Prep — 15 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Resources for student research (e.g., encyclopedias, library books, Internet access)

READY

Students complete a word search activity, then individually research and write a brief report about one of the fruits or vegetables identified in the word search.

SET

- Review the Activity Notes.
- Review Power Search, Worksheet 2A and Power Research Report, Worksheet 2B. Decide whether you would like to simplify the report by having your students answer only questions 1-5.
- Gather information resources in your classroom. See the Activity Notes for resource ideas.
- If Internet access is available, check out the Web sites listed in the Activity Notes and select those that are most appropriate for your students to use. List these Web sites on the board.

Power Search

GO

1. Review Power Search process.

- Explain to students that this activity will help them become familiar with a variety of fruits and vegetables.
- Have them turn to Power Search, Worksheet 2A in their workbooks. Review the directions at the top of the worksheet with the students.

2. Students complete Power Search.

- Allow students about 10 minutes to complete the Power Search.

3. Discuss student findings.

- Lead a discussion of the words in the Power Search.
- Have you heard of all of the fruits and vegetables on the list?
- Which are new to you?
- Are there foods on the list that you enjoy and eat often?

4. Explain the report process.

- Ask each student to pick one fruit or vegetable from the Power Search. Encourage them to choose a fruit or vegetable that is new to them.
- Explain that each student will write a brief report (2-3 paragraphs) about his/her chosen food.
- Have students find Power Research Report, Worksheet 2B in their workbooks. Review the questions on the worksheet with students. Let students know whether they should answer all of the questions or only questions 1-5.

5. Discuss sources of information for reports.

- Point out the list of Web sites on the board and any other resources in the classroom for their reports.
- If students will have homework time to complete their research, discuss ideas about how to find more information about the subjects for their reports outside of the classroom. Suggestions may include a book in the library, parent, teacher, school food service staff, Web site, doctor, dietitian, supermarket produce manager, farmer, chef, etc.

6. Students complete their reports.

- Allow students class time to complete their research reports, or assign them as homework. The report should take 20-30 minutes to complete. Time will vary depending upon whether the students complete all questions or only questions 1-5.

GO FARTHER

- Link this activity to your science curriculum by having students identify the botanical parts of the plants they are learning about (e.g., fruits, roots, stems, leaves).
- Encourage students to interview older friends or family members to gather information about the fruit or vegetable they have chosen for their research report.
- Have students create an art project featuring their fruit or vegetable or illustrate their report using images of fruits and vegetables from magazines.
- Take a field trip to a local supermarket, farmers' market, or farm, or invite a guest speaker to teach students more about the fruits and vegetables in the Power Search. Guest speakers may include a farmer, farmers' market manager, master gardener, dietitian, supermarket produce manager, chef, or your school's food service director.
- Conduct a taste testing of some of the fruits and vegetables in the Power Search. Ask your school food service department if they can assist with obtaining fruits and vegetables for tasting.
- Instead of choosing report topics only from the Power Search list, encourage students to choose a fruit or vegetable that is more culturally relevant for them. The other students will have an opportunity to learn about a new fruit or vegetable and to learn something about another culture.

Activity Notes: Power Search

While researching for their reports, students may learn the following facts about different fruits and vegetables:

Artichokes:

- Vegetable
- Green, looks like a flower bud
- Almost 100% of artichokes grown in the U.S. are grown in California, primarily in Monterey, Riverside, Imperial, Santa Barbara, Ventura, and Orange counties.
- Good source of vitamin C, fiber, and folate

Asparagus:

- Vegetable
- Green spear-like stalks with buds on each end
- Asparagus is grown mostly in California and Washington. In California, it grows primarily in San Joaquin, Imperial, Monterey, and Santa Barbara counties.
- Excellent source of folate and good source of vitamin A and vitamin C

Avocados:

- Fruit
- Dark green, leather-like on the outside, shaped like an oval
- 95% of avocados grown in the U.S. are grown in California, primarily in San Diego, Riverside, Orange, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Tulare, and Kern counties.
- Good source of fiber

Broccoli:

- Vegetable
- Green, flower-like with thick stem
- 98% of broccoli grown in the U.S. is grown in California, primarily in Imperial, Riverside, Ventura, Santa Barbara, San Luis Obispo, Monterey, San Benito, Santa Cruz, Fresno, Kern, Stanislaus, and Tulare counties.
- Excellent source of vitamin C, folate, and fiber
- Good source of vitamin A and potassium

Brussels Sprouts:

- Vegetable
- Look like tiny green cabbages or heads of lettuce
- Brussels sprouts are grown in California primarily in Monterey and Santa Cruz counties.
- Excellent source of vitamin C and good source of folate and fiber

Resources

The following resources may help students with their research reports. If students do not have Internet access, you may wish to download and print information from the Web sites listed below for students to use. Please note that some of the sources listed below are affiliated with for-profit companies. Their inclusion does not imply an endorsement by the *California Children's 5 a Day—Power Play! Campaign*.

Be sure to check out each Web site for its appropriateness for your students.

www.5aday.com
www.artichokes.org
www.avocado.org
www.broccoli.com
www.brussels-sprouts.com
www.calasparagus.com
www.californiafigs.com
www.calpear.com
www.calstrawberry.com
www.cdc.gov (search for Fruit and Vegetable of the Month)
www.cfaitc.org/Resource_Materials/commodity/commodity.html
www.dole5aday.com/ReferenceCenter/R_Home.jsp
www.kiwifruit.org
www.leafy-greens.org
www.tablegrape.com
www.tomato.org

Review the resources listed in the Appendix for other useful Web sites.

Activity Notes: Power Search

Cantaloupe:

- Fruit
- Rough, tan ball on outside, with smooth and juicy orange-colored center
- Cantaloupe is grown primarily in California, Arizona, and Texas. In California, it grows primarily in Merced, San Joaquin, and Stanislaus counties and the Imperial, Coachella, and Pal Verde valleys.
- Excellent source of vitamin A and vitamin C and good source of folate

Carrots:

- Vegetable
- Long, orange-colored vegetable with green leaves at the top
- Grown in California, Canada, and Mexico. In California, carrots grow primarily in Kern, San Luis Obispo, Imperial, Riverside, Los Angeles, and Monterey counties.
- Excellent source of vitamin A and good source of vitamin C

Celery:

- Vegetable
- Tall, pale-green stalks with leaves
- Grown in California, Florida, and Michigan. In California, celery grows primarily in Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura counties.
- Good source of vitamin C

Figs:

- Fruit
- Green or black, soft-skinned, shaped like a tear drop
- California is the 2nd leading producer of figs in the world. In California, figs grow primarily in Fresno, Madera, and Merced counties.
- Good source of fiber

Grapes:

- Fruit
- Small, round, and light green, purple, or reddish in color
- Grown in California, Canada, Chile, and Mexico. In California, grapes are grown primarily in Southern San Joaquin Valley and Coachella Valley.
- Excellent source of vitamin C

Kiwifruit:

- Fruit
- Light brown, fuzzy, and round
- Largest producers are New Zealand and California. In California, kiwifruit is grown primarily in Butte, Sutter, Yuba, Fresno, Kings, Tulare, and Kern counties.
- Excellent source of vitamin C and good source of fiber and potassium

Lettuce:

- Vegetable
- Green or purple and leafy; different varieties include Boston, Bibb, Iceberg, Romaine, etc.
- The U.S. is the 2nd largest producer worldwide, after China. In California, lettuce is grown primarily in Monterey, San Benito, Santa Barbara, San Luis Obispo, and Santa Cruz counties.
- Leaf lettuce is an excellent source of vitamin A

Pears:

- Fruit
- Yellow or green, sometimes reddish
- Varieties include: Anjou, Bartlett, Bosc, Red Bartlett, etc.
- Pears are grown in California, primarily in Sacramento, Yolo, Solano, San Joaquin, Mendocino, Lake, Yuba, and Sutter counties.
- Excellent source of vitamin C and good source of fiber

Strawberries:

- Fruit
- Small, heart-shaped red fruit with seeds on the outside
- Grown in California, Florida, and Mexico. In California, strawberries are grown primarily in Santa Cruz, Santa Clara, Monterey, San Luis Obispo, Santa Barbara, Ventura, Orange, Los Angeles, San Diego, Riverside, Fresno, and Merced counties.
- Excellent source of vitamin C and folate and good source of fiber

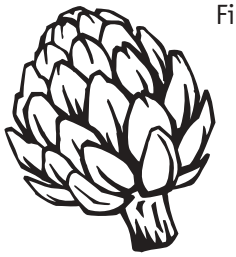
Tomatoes:

- Fruit (often considered a vegetable, but remember – a fruit is the edible part of the plant that contains the seeds)
- Red, green, and yellow with shiny skin
- California is the 2nd largest tomato producer in the U.S. after Florida. In California, tomatoes are grown primarily in San Joaquin, Stanislaus, and Merced counties.
- Excellent source of vitamin A and vitamin C and good source of potassium

Name _____ Date _____

WORKSHEET 2A

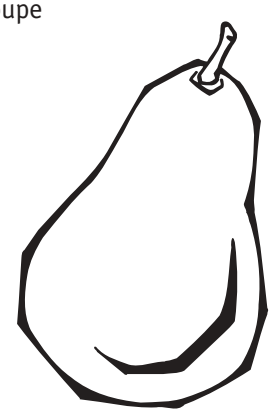
Power Search



Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

D T X C A R R O T S Q F N F B R
T B T Q N T L H E M V Z D N R X
N O R Y R N M C X G W B M R U G
K S M O R R U K P B R L L H S T
I X T A C T W A V O C A D O S C
W K B R T C F L G Z G W P L E E
I R P E A O O T R M P B S E L L
F L L Z H W V L C K E U W Y S E
R F M T X H B M I K G T T Q S R
U W G P E A R E O A Z H T N P Y
I F Q G V M K H R L H P X K R E
T F N K D R C A Q R R Q X X O S
M G L T N I P Y N G I L G J U X
B X M R T S Z F I T J E P K T L
P T B R A K M F Q P K Q S K S V
T B A Z N C A N T A L O U P E F

artichoke
asparagus
avocado
broccoli
brussels sprouts
cantaloupe
carrots
celery
fig
grapes
kiwifruit
lettuce
pear
strawberries
tomato



WORKSHEET 2A

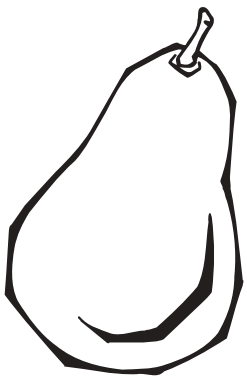
Power Search

ANSWER KEY

Find each word on the list and circle it. Words can be spelled across, down, or diagonally.

D T X C A R R O T S Q F N F B R
T B T Q N T L H E M V Z D N R X
N O R Y R N M C X G W B M R U G
K S M O R R U K P B R L L H S T
I X T A C T W A V O C A D O S C
W K B R T C F L G Z G W P L E E
I R P E A O O T R M P B S E L L
F L L Z H W V L C K E U W Y S E
R F M T X H B M I K G T T Q S R
U W G P E A R E O A Z H T N P Y
I F Q G V M K H R L H P X K R E
T F N K D R C A Q R R Q X X O S
M G L T N I P Y N G I L G J U X
B X M R T S Z F I T J E P K T L
P T B R A K M F Q P K Q S K S V
T B A Z N C A N T A L O U P E F

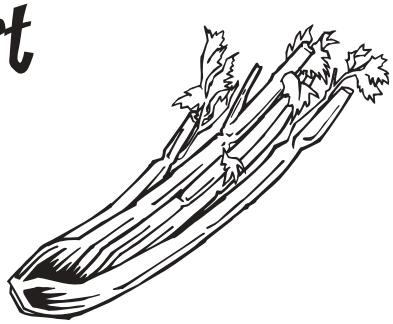
artichoke
asparagus
avocado
broccoli
brussels sprouts
cantaloupe
carrots
celery
fig
grapes
kiwifruit
lettuce
pear
strawberries
tomato



Name _____ Date _____

WORKSHEET 2B

Power Research Report



Pick a fruit or vegetable from the Power Search list. Write a short report about your fruit or vegetable that answers the questions below. You can write on the back of the page if you need more space.

1. What is the name of the fruit or vegetable?
2. Is it a fruit or vegetable?
3. What does the fruit or vegetable look like? Describe its color on the inside and outside, its shape, and its size.
4. Does it grow in California? Where?
5. What is in this fruit or vegetable that makes it good for you? Are there vitamins in it? What are they?
6. Have you ever eaten this fruit or vegetable? Why or why not?
7. If you have not eaten this fruit or vegetable, do you think you will eat it now that you have learned more about it? Why or why not?
8. What are some ways that you can eat this fruit or vegetable?

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 2A

¡Buscando con Ganas!

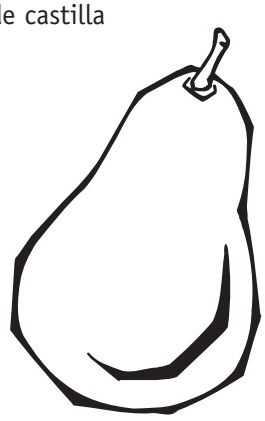
Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una. Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

D	T	X	L	E	C	H	U	G	A	Q	F	N	F	M	R
T	B	T	Q	N	T	L	H	I	M	V	Z	D	N	E	X
N	F	R	Y	R	N	M	W	X	U	W	B	M	R	L	G
A	C	R	O	R	R	I	K	P	B	V	L	L	H	O	T
L	X	O	E	C	K	A	G	U	A	C	A	T	E	N	T
C	K	B	L	S	O	F	L	G	Z	G	W	S	L	D	O
A	R	P	E	D	A	L	T	R	M	P	B	S	E	E	M
C	L	L	Z	H	E	S	I	C	K	O	U	W	Y	C	A
H	F	M	T	X	H	B	M	W	G	G	T	T	Q	A	T
O	W	G	P	E	R	A	R	A	A	Z	H	T	N	S	E
F	F	Q	G	V	M	K	R	U	L	H	P	X	K	T	E
A	F	N	K	D	R	R	O	Q	S	O	Q	X	X	I	S
M	G	L	T	N	A	I	Y	N	G	E	L	G	J	L	X
B	X	M	R	P	P	Z	F	I	T	J	L	P	K	L	L
P	T	B	S	A	K	M	H	Q	P	K	Q	A	K	A	V
T	B	E	Q	Z	A	N	A	H	O	R	I	A	S	G	F

alcachofa
brócoli
zanahorias
uvas
pera

espárrago
col de Bruselas
apio
kiwi
fresas

aguacate
melón de castilla
higo
lechuga
tomate



HOJA DE TRABAJO 2A

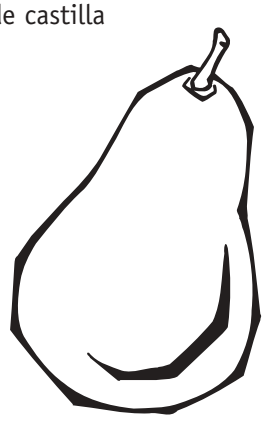
¡Buscando con Ganas!

GUÍA DE RESPUESTAS

Encuentra cada palabra en la lista y encierra en un círculo alrededor de cada una. Las palabras pueden deletrearse en cualquier sentido – para arriba, abajo, hacia adelante, hacia atrás, o diagonalmente.

D	T	X	L	E	C	H	U	G	A	Q	F	N	F	M	R
T	B	T	Q	N	T	L	H	I	M	V	Z	D	N	E	X
N	F	R	Y	R	N	M	W	X	U	W	B	M	R	L	G
A	C	R	O	R	R	I	K	P	B	V	L	L	H	O	T
L	X	O	E	C	K	A	G	U	A	C	A	T	E	N	T
C	K	B	L	S	O	F	L	G	Z	G	W	S	L	D	O
A	R	P	E	D	A	L	T	R	M	P	B	S	E	E	M
C	L	L	Z	H	E	S	I	C	K	O	U	W	Y	C	A
H	F	M	T	X	H	B	M	W	G	G	T	T	Q	A	T
O	W	G	P	E	R	A	R	A	A	Z	H	T	N	S	E
F	F	Q	G	V	M	K	R	U	L	H	P	X	K	T	E
A	F	N	K	D	R	R	O	Q	S	O	Q	X	X	I	S
M	G	L	T	N	A	I	Y	N	G	E	L	G	J	L	X
B	X	M	R	P	P	Z	F	I	T	J	L	P	K	L	L
P	T	B	S	A	K	M	H	Q	P	K	Q	A	K	A	V
T	B	E	Q	Z	A	N	A	H	O	R	I	A	S	G	F

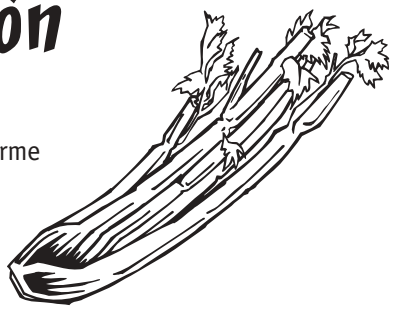
alcachofa
brócoli
zanahorias
uvas
pera
espárrago
col de Bruselas
apio
kiwi
fresas
aguacate
melón de castilla
higo
lechuga
tomate



Nombre _____ **Fecha** _____

HOJA DE TRABAJO 2B

Reporte de Investigación



Selecciona una fruta o vegetal de la lista ¡Buscando con Ganas! Escribe un informe corto sobre tu fruta o vegetal que conteste las siguientes preguntas. Puedes usar la parte de atrás de esta página si necesitas más espacio.

1. ¿Cómo se llama la fruta o vegetal?
2. ¿Es fruta o vegetal?
3. ¿Cómo se ve la fruta o vegetal? Describe su color por dentro y por fuera, su forma y su tamaño.
4. ¿Crece en California? ¿En dónde?
5. ¿Qué contiene ésta fruta o vegetal que es bueno para tí? ¿Tiene vitaminas? ¿Cuáles son?
6. ¿Alguna vez has comido esta fruta o vegetal? ¿Por qué o por qué no?
7. ¿Si no has comido esta fruta o vegetal, crees que la comerás ahora que sabes más acerca de ella? ¿Por qué o por qué no?
8. ¿Cuáles son algunas maneras que puedes comer esta fruta o vegetal?

How Much Do I Need?

ACTIVITY 3

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- State the recommended cups of fruits and vegetables they should be eating and the recommended minutes of physical activity they should engage in every day.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amounts.
- Determine number of cups of fruits and vegetables and minutes of physical activity by solving math problems.

LINKS TO CONTENT STANDARDS

- Number Sense 1.0
  Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.
- Algebra and Functions 1.0
  Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Mathematical Reasoning 1.0
  Students make decisions about how to approach problems.

READY

Students watch a demonstration to show different amounts of fruits and vegetables (e.g., ½ cup, 1 cup, etc.) and discuss information about daily fruit and vegetable and physical activity recommendations. Then they complete a math worksheet with addition, subtraction, multiplication, and division problems related to cups of fruits and vegetables and minutes of physical activity.

SET

- Review How Much Do I Need?, Worksheet 3A (**Note:** Worksheet 3A is gender specific); Cups of Colorful Fruits and Vegetables, Worksheet 3B; and Power Play! Math, Worksheet 3C.
- Prepare fruits and vegetables for demonstration. Remember to include fresh, frozen, canned, juiced, and dried fruits and vegetables. **Note:** limit the quantity of dried fruits and vegetables to ¼ cup and juice to ¾ cup. If real fruits and vegetables are not available, use measuring cups alone to demonstrate the amounts instead. You may want to work with your school food service department to prepare for the demonstration or to obtain measuring cups.

TIME

- Prep — 15 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks
- A variety of fruits and vegetables (fresh, frozen, canned, or dried) and measuring cups for demonstration. Obtain these from your school food service department or call your local supermarket or farmers' market to request a produce donation (see Appendix for sample donation request letter).

Note: To ease children's understanding of the Dietary Guidelines, some information in this *Kit* has been simplified. The USDA recommends that 1 cup of lettuce count as only ½ cup of vegetables and that ¼ cup of dried fruit count as ½ cup of fruit. In addition, the USDA's MyPyramid Web site provides specific examples of the cup measurements of various whole fruits and vegetables. For simplification, this *Kit* does not provide this level of detail and makes the more general recommendations shown on Worksheet 3B: Cups of Colorful Fruits & Vegetables. For more information on the USDA's recommendations, visit www.mypyramid.gov and go to Inside the Pyramid.

How Much Do I Need?

GO

1. Students identify the number of cups of fruits and vegetables they need every day.

- Have the students turn to How Much Do I Need?, Worksheet 3A in their workbooks. Review the information together. Explain that children their age should eat 3½ to 5 cups of fruits and vegetables every day. Also explain that the number of cups of fruits and vegetables that each child needs is based upon their age, gender, and physical activity level. For example, a 10-year-old girl who is physically active for 30 to 60 minutes each day should eat 1½ cups of fruits and 2½ cups of vegetables every day.
- Have the students use Worksheet 3A to determine how many cups of fruits and vegetables they need every day. **Note:** most 9- to 11-year-old children get 30 to 60 minutes or more than 60 minutes of physical activity every day. When determining the number of cups of fruits and vegetables, these categories should be used.

2. Students state number of cups of fruits and vegetables.

- Ask students the following questions:
  - According to Worksheet 3A, how many cups of fruits should you eat every day?
  - According to Worksheet 3A, how many cups of vegetables should you eat every day?
  - According to Worksheet 3A, how many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?

3. Demonstrate different amounts of fruits and vegetables as measured by cups.

- Ask students the following questions:
  - How big is ½ cup of fruit?
  - How big is 1 cup of vegetables?
- Have the students turn to Cups of Colorful Fruits and Vegetables, Worksheet 3B in their workbooks. Review the information together. Explain that different quantities of fruits and vegetables can add up to the recommended 3½ to 5 cups that they need every day for good health.
- Demonstrate different amounts of fruits and vegetables using measuring cups and cupped hands. Also show several examples of whole pieces of fruits and vegetables that are about the size of a baseball (about 3" in diameter). Point out that fresh, frozen, canned, dried, and juiced fruits and vegetables all count. Remind the students that not all juice drinks are 100% juice and that they should go easy on the amount of juice they drink each day.
- Use student volunteers to show how ½ cup of fruits or vegetables fits into one cupped hand and 1 cup of raw, leafy greens fits into two cupped hands. Direct students to the back cover of their student workbooks for another visual of this.
- Ask the students:
  - As you were watching the demonstration, did you guess the right amount of fruits and vegetables? Were your guesses too big, too small, or just about right?
  - Now that you can recognize what cups and ½ cups look like, does eating 3½ to 5 cups of fruits and vegetables every day seem easier or harder? Why?

How Much Do I Need?

4. Discuss the need for physical activity.

- Ask students the following questions and do not correct their responses.
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want to or not want to be physically active?
- Explain to students that children should be physically active for 60 minutes every day. Ask the students if this is more or less than they expected.
- Emphasize that 60 minutes is the total time that children should be active every day and that they can add up the different things they do every day. They don't have to do all the activity at one time, but they should try to be active for at least 10 minutes at a time to get a total of at least 60 minutes every day.
- Discuss the variety of activities that constitute physical activity, including active forms of play, and review the definitions of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, or playing basketball).
- Explain to students that they should try to get some type of vigorous physical activity every day.

5. Students complete math activity.

- Have students turn to Power Play! Math, Worksheet 3C in their workbooks. Review the directions at the top of the worksheet with students.
- Allow students approximately 20 minutes to complete the worksheet.

6. Discuss student work.

- When students are done, review the answers as a class. Then lead a discussion and ask the students:
  - What have you learned about the amount of fruits and vegetables you need every day for good health?
  - Will this information change the amount of fruits and vegetables that you eat every day?
  - What have you learned about physical activity?
  - Will this information change the amount of activity that you get every day?

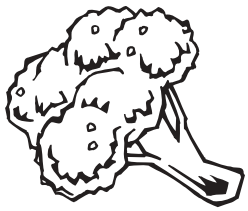
GO FARTHER

- Have students color their Cups of Colorful Fruits and Vegetables worksheets and take them home to place on their refrigerators.
- Help reinforce what your students have learned about physical activity during your physical education time. Ask students if they think the activity they are doing is moderate or vigorous physical activity. Use a stop watch to track the amount of time that the students are active. After the activity, ask the students to estimate how much time they were moderately or vigorously active and compare it with the actual time.
- Invite the school food service director or a food service staff member to visit the class during this activity. He or she can talk with the children about the fruits and vegetables that are included in the school meals and how eating the school lunch can help them meet their daily nutritional goals.
- Bring in samples of juices and juice drinks to help students learn to identify 100% juices. Many drinks that children think are juice have only a small percentage of juice and a lot of added sugar. Students can learn to check the labels to find the percentage of juice in a drink.

Name _____ Date _____

WORKSHEET 3A

How Much Do I Need? BOY



9-year-old boy

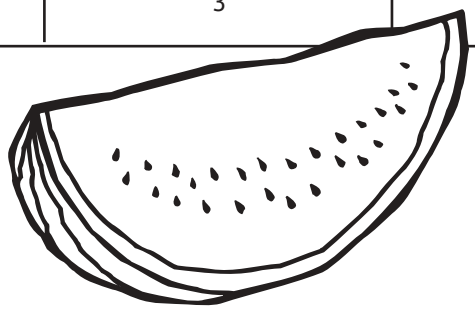
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

10-year-old boy

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	3	5

11-year-old boy

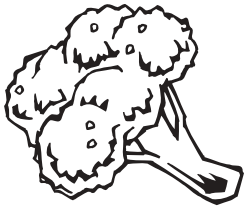
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2½	4
30 to 60 minutes	2	2½	4½
More than 60 minutes	2	3	5



Name _____ Date _____

WORKSHEET 3A

How Much Do I Need? GIRL



9-year-old girl

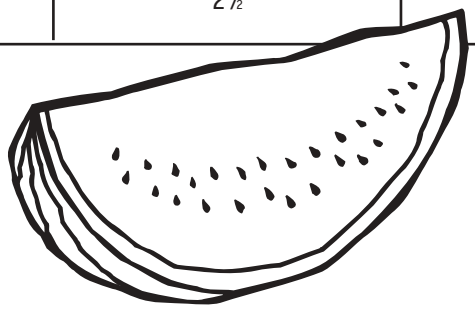
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2	3½
More than 60 minutes	1½	2½	4

10-year-old girl

Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	1½	3
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½

11-year-old girl

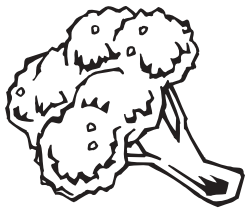
Minutes of Physical Activity	Cups of Fruits You Need Each Day	Cups of Vegetables You Need Each Day	Total Cups of Fruits and Vegetables You Need Each Day
Less than 30 minutes	1½	2	3½
30 to 60 minutes	1½	2½	4
More than 60 minutes	2	2½	4½



Nombre _____ Fecha _____

HOJA DE TRABAJO 3A

¿Cuánto Necesito? NIÑO



Niño de 9 años de edad

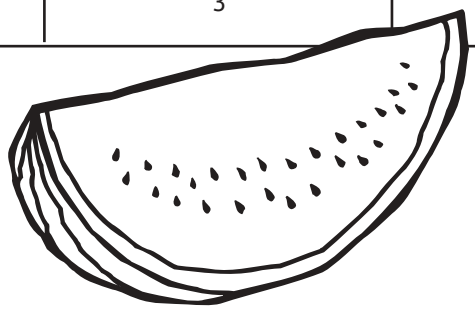
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

Niño de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	3	5

Niño de 11 años de edad

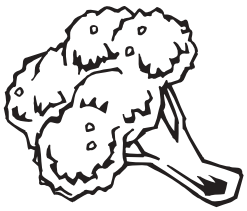
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2½	4
30 a 60 minutos	2	2½	4½
Más de 60 minutos	2	3	5



Nombre _____ Fecha _____

HOJA DE TRABAJO 3A

¿Cuánto Necesito? NIÑA



Niña de 9 años de edad

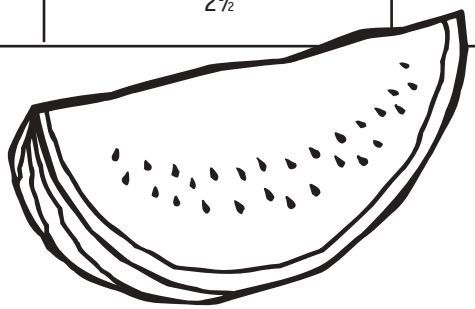
Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2	3½
Más de 60 minutos	1½	2½	4

Niña de 10 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	1½	3
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½

Niña de 11 años de edad

Minutos de Actividad Física	Tazas de Frutas que Necesitas Cada Día	Tazas de Vegetales que Necesitas Cada Día	Total de Tazas de Frutas y Vegetales que Necesitas Cada Día
Menos de 30 minutos	1½	2	3½
30 a 60 minutos	1½	2½	4
Más de 60 minutos	2	2½	4½



WORKSHEET 3B

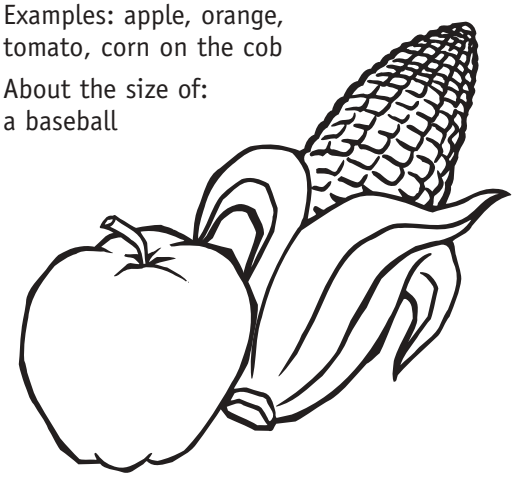
Cups of Colorful Fruits & Vegetables

Want to stay healthy and have lots of energy? Use Worksheet 3A to find out how many cups of fruits and vegetables you should eat every day. Then add up your cups to meet your goal. How do you know how many cups you are eating? Use these tips to help you.

1 whole fruit or vegetable = 1 cup

Examples: apple, orange, tomato, corn on the cob

About the size of: a baseball

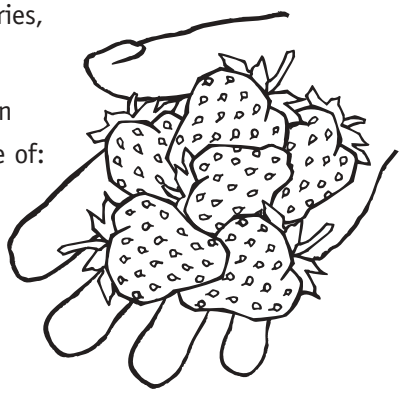


1 cupped handful of fresh, frozen, or canned* fruits or vegetables = ½ cup

*canned fruit packed in 100% juice

Examples: berries, baby carrots, broccoli, chopped melon

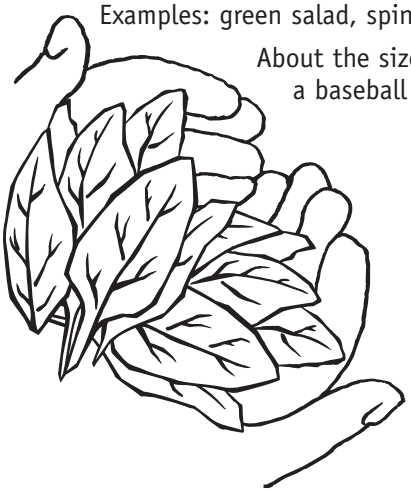
About the size of: ½ a baseball

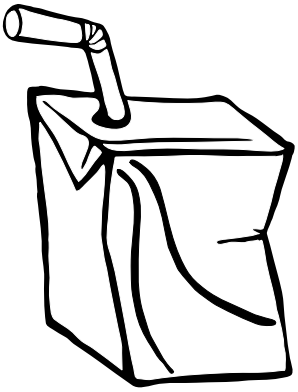


2 cupped handfuls of raw, leafy greens = 1 cup

Examples: green salad, spinach

About the size of: a baseball





1 juice box with 100% juice = ¾ cup (6 ounces)

Examples: orange juice, apple juice, tomato juice

HOJA DE TRABAJO 3B

Tazas de Frutas y Vegetales de Colores

¿Quieres mantenerte sano y tener mucha energía? Usa la Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales debes de comer cada día. Luego suma las tazas de frutas y vegetales que debes comer cada día. Luego agrega las tazas que necesitas para llegar a tu meta. ¿Cómo puedes saber cuantas tazas estas comiendo? Usa estas ideas para ayudarte.

1 fruta o vegetal = 1 taza

Ejemplos: manzana, naranja, tomate, elote

Como del tamaño de: una pelota de béisbol

Una mano llena de frutas o vegetales frescos, congelados, o enlatados*= ½ taza

* fruta enlatada en jugo 100% natural

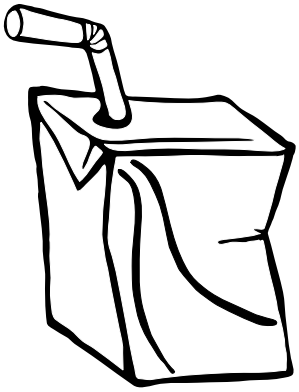
Ejemplos: moras, fresas, zanahorias miniatura, brócoli, melón picado

Como del tamaño de: media pelota de béisbol

2 manos llenas de hojas verdes crudas = 1 taza

Ejemplos: ensalada verde, espinaca

Como del tamaño de: una pelota de béisbol



1 caja de jugo 100% natural = ¾ taza (6 onzas)

Ejemplos: jugo de naranja, jugo de manzana, jugo de tomate

Name _____ Date _____

WORKSHEET 3C

Power Play! Math

Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.

1. 2 cupped handfuls of lettuce = _____ cup(s)

2. 1 cupped handful of strawberries = _____ cup(s)

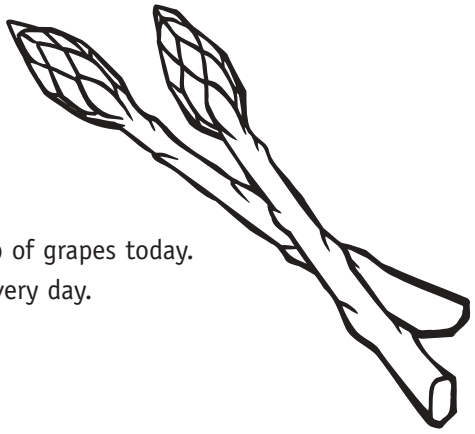
3. 2 whole apples = _____ cup(s)

4. It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?

   How many more minutes of physical activity does he need each school day?

5. Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice, ¾ cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?

6. Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?



7 Andre has eaten ½ cup of peaches, ½ cup of strawberries, and ½ cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of <u>fruit</u> does Andre need to eat today?

8 Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.

9 It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.

10 Sara ate a salad that had 1 cup of lettuce, ¼ cup of sliced cucumbers, and ¼ cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough <u>vegetables</u> today from her salad?

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 3C

¡Jugando con Ganas a las Matematicas!

Resuelve los problemas de matemáticas que se presentan a continuación. Usa las Hojas de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para que te ayudes. Si haces alguna cuenta para resolver el problema, escríbela abajo del problema.

1. 2 manos llenas de lechuga = _____ taza(s)

2. 1 taza llena de fresas = _____ taza(s)

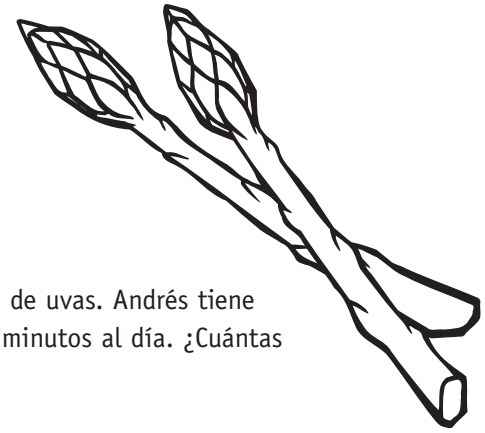
3. 2 manzanas enteras = _____ taza(s)

4. A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?

   ¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?

5. Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, 1 taza de jugo de manzana 100% natural, ¾ taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?

6. Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace? ¿Cuantos minutos más necesita el día de hoy?



7 Andrés se comió hoy ½ taza de duraznos, ½ taza de fresas, y ½ taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de <u>frutas</u> tiene que comer Andrés hoy?

8 Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas de vegetales se comió? Escribe la cantidad como fracción y como decimal.

9 A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.

10 Sara se comió una ensalada que tenía 1 taza de lechuga, ¼ taza de pepinos rebanados, y ¼ taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de <u>vegetales</u> para el día de hoy?

WORKSHEET 3C

Power Play! Math

ANSWER KEY

Solve the math problems below. Use the How Much Do I Need? and Cups of Colorful Fruits and Vegetables worksheets for help. If you use an equation to solve the problem, write it down.

1. 2 cupped handfuls of lettuce = **1** cup(s)
2. 1 cupped handful of strawberries = **½** cup(s)
3. 2 whole apples = **2** cup(s)
4. It takes Jorge 15 minutes to walk to school. At the end of the day, he walks home. How many minutes of physical activity does Jorge get on these walks each day?
   15+15=30 minutes OR 15 x 2 = 30 minutes
   How many more minutes of physical activity does he need each school day?
   60-30=30 more minutes each day
5. Jade makes a fruit smoothie for herself and two friends. She uses 1 large banana, 1 cup of 100% apple juice, ¾ cup of lowfat yogurt, and 1 cup of strawberries. How many cups of fruit are in each smoothie?
   1+1+1=3 total cups of smoothie
   3 cups ÷ 3 friends = 1 cup for each friend's smoothie
6. Ben plays soccer with his friends for two hours. How many minutes of physical activity does he get? How many more minutes does he need today?
   1 hour = 60 minutes
   60 minutes x 2 hours = 120 minutes
   Ben got 120 minutes of physical activity today.
   How many more minutes does he need today? **Zero**
7. Andre has eaten ½ cup of peaches, ½ cup of strawberries, and ½ cup of grapes today. He is 10 years old and is usually active for more than 60 minutes every day. How many more cups of <u>fruit</u> does Andre need to eat today?
   ½ + ½ + ½ = ³⁄₂ = 1½ cups of fruit Andre has eaten today
   Andre needs to eat 2 cups of fruit today.
   2 - 1½ = ½ cup more fruit that Andre needs to eat today
8. Paul ate one cupped handful of baby carrots as a snack. How many cups of vegetables did he eat? Write the amount as a fraction and a decimal.
   1 cupped handful = ½ cup = 0.5 cups
9. It takes Susan 6 minutes to ride her bike around the block. How many times does she need to go around the block to get her daily amount of physical activity? Write an equation to help you solve the problem.
   6 x _____ = 60
   _____ = 60 ÷ 6 = 10
   Susan needs to go around the block 10 times
10. Sara ate a salad that had 1 cup of lettuce, ¼ cup of sliced cucumbers, and ¼ cup of chopped tomato. Sara is 10 years old and is active for 30 to 60 minutes every day. Did she get enough vegetables today from her salad?
    1 + ¼ + ¼ = 1¾ = 1½ cups she ate today
    2½ - 1½ = 1 Sara needs 1 more cup of vegetables today

HOJA DE TRABAJO 3C

¡Jugando con Ganas a las Matematicas!

GUÍA DE RESPUESTAS

Resuelve los siguientes problemas matemáticos. Utiliza la Hoja de Trabajo ¿Cuánto Necesito? y Tazas de Frutas y Vegetales de Colores para ayudarte. Si haces una cuenta para resolver el problema, escríbela abajo.

1. 2 manos llenas de lechuga = **1** taza(s)
2. 1 mano llena de fresas = **½** taza(s)
3. 2 manzanas enteras = **2** tazas(s)
4. A Jorge le toma 15 minutos caminar a la escuela. Al final del día, Jorge camina de regreso a casa. ¿Cuántos minutos de actividad física hace Jorge en esas caminatas diarias?
   15 + 15 = 30 minutos, o 15 x 2 = 30 minutos
   ¿Cuántos minutos más de actividad física tiene que hacer en cada día que va a la escuela?
   60 – 30 = 30 minutos diarios más
5. Jade hace un licuado de frutas para ella y dos amigos. Ella usa un plátano grande, una taza de jugo de manzana 100% natural, ¾ taza de yogur, y 1 taza de fresas. ¿Cuántas tazas de fruta hay en cada licuado?
   1 + 1 + 1 = 3 tazas en total en el licuado
   3 tazas ÷ 3 amigos = 1 taza para cada amigo
6. Benjamín juega fútbol con sus amigos por dos horas. ¿Cuántos minutos de actividad física hace?
   1 hora = 60 minutos
   60 minutos x 2 = 120 minutos
   Benjamín hizo ahora 120 minutos de actividad física
   ¿Cuántos minutos más necesita el día de hoy? **Cero**
7. Andrés se comió hoy ½ taza de duraznos, ½ taza de fresas, y ½ taza de uvas. Andrés tiene 10 años de edad y generalmente se mantiene activo por más de 60 minutos al día. ¿Cuántas tazas más de <u>frutas</u> tiene que comer Andrés hoy?
   ½ + ½ + ½ = ³⁄₂ = 1½ tazas de fruta comió Andrés el día de hoy
   Andrés necesita comer hoy 2 tazas de fruta
   2 - 1½ = ½ taza de fruta más necesita comer Andrés hoy
8. Pablo se comió hoy una mano llena de zanahorias miniatura como bocadillo. ¿Cuántas tazas más de vegetales se comió? Escribe la cantidad como fracción y como decimal.
   1 mano llena = ½ taza = 0.5 taza
9. A Susana le toma 6 minutos andar en su bicicleta alrededor de la cuadra. ¿Cuántas vueltas necesita darle a la cuadra para tener la cantidad diaria de ejercicio que necesita? Haz una cuenta para ayudarte a resolver el problema.
   6 x _____ = 60
   _____ = 60 ÷ 6 = 10
   Susana necesita darle la vuelta a la cuadra 10 veces
10. Sara se comió una ensalada que tenía 1 taza de lechuga, ¼ taza de pepinos rebanados, y ¼ taza de tomate picado. Sara tiene 10 años de edad y se mantiene activa de 30 a 60 minutos diarios. ¿Comió Sara la cantidad necesaria de <u>vegetales</u> necesarios para el día de hoy?
    1 + ¼ + ¼ = 1²⁄₄ = 1½ tazas comió hoy
    2½ - 1½ = 1 Sara necesita 1 taza más de vegetales el día de hoy

Power Choices

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the common characteristics of their favorite snacks and favorite physical activities.
- Name at least 5 ways to use fruits and vegetables to create healthy, appealing snacks.
- Name at least 5 enjoyable ways to increase their levels of physical activity.
- Communicate clearly their favorite fruits, vegetables, and activities.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
  Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

Students discuss snacks they currently eat and types of physical activity they participate in, within the context of "likes and dislikes." Based on this information, students brainstorm ways to make snacking healthier and to be more physically active throughout the day.

SET

- Review the Activity Notes.
- Invite your school's food service director to participate in this activity, so that she/he may learn about the students' fruit and vegetable preferences.

GO

1. Discuss students' snack habits.

- Explain to students that this activity will help them examine their current snack habits and consider more healthy options. Ask students the following questions:
  - What do you think of when you hear the word snack?
  - How are snack foods different from foods you eat during a regular meal?
  - Why do you eat snacks? *(Answers may include: I'm hungry, snacks give me energy, snack foods taste good, etc.)*
  - What do you like about your favorite snack food(s)? *(Answers may include: taste, easy to get, easy to fix, all my friends eat/drink it, the ads are cool, etc.)*
  - Do you like to eat different types of snacks at different times of day? In different places? With different people?
  - Are your favorite snack foods healthy for you? Why or why not?
  - Do you ever eat fruits and vegetables as part of a snack? Why or why not?

Power Choices

- What snacks can you get here at school? Are they healthy?

2. Create a class healthy snack list.

- Brainstorm ways to use fruits and vegetables to create snacks. Write the answers on the board. Try to list at least 10 ideas for fruit snacks and 10 ideas for vegetable snacks. If the class has trouble coming up with ideas, refer to the Activity Notes.
- Direct students to turn to Power Choices, Worksheet 4 in their workbooks. Give them a few minutes to list their personal favorite fruit snacks and vegetable snacks on the worksheet.
- After students complete their worksheets, ask them if they have any other snacks they would like to add to the list on the board. Encourage them to share ideas that are unique to their own cultures.
- Have the class vote on their 5 favorite choices. Use the results to create a class healthy snack list. A copy of the Power Choices worksheet can be used to create the class favorites list.

3. Discuss students' physical activity habits.

- Explain to students that this activity will help them examine their current physical activity habits and consider more options. Ask students the following questions:
  - What is your favorite kind of physical activity?
  - When do you usually do this activity?
  - What do you like about this activity? *(Answers may include: it's fun, I do it with my friends, I like being outside, it makes me feel strong, etc.)*
  - Are you physically active during the school day?
  - What are some of the reasons you aren't more physically active during the school day?
  - What are some new things you could do at recess or during P.E. that will keep you moving and get your heart rate up? *(Answers may include: find a friend or a group of people to walk or run with during recess, play a game with a friend or a group of people, avoid activities with long lines, etc.)*

4. Create a class physical activity options list.

- Brainstorm ways students can add physical activity to their day (before school, during school, after school, and on the weekends). Write the answers on the board. Try to list at least 20 ideas.
- Direct students to turn to the same Power Choices worksheet in their workbooks. Give them a few minutes to list their personal favorite physical activities on the worksheet.
- After students complete their worksheets, ask them if they have any other activities they would like to add to the list on the board.
- Have the class vote on their 5 favorite physical activity choices. Try to include activities that can be done during P.E. or recess. Use the results to create a class physical activity list. A copy of the Power Choices worksheet can be used to create the class favorites list.

GO FARTHER

- Ask for volunteers to demonstrate some of the physical activity ideas for the class.
- Encourage students to take home their Power Choices worksheet and share it with their families. Students may wish to work with other family members to create a "Family Favorites" list that can be kept on the refrigerator or in another prominent place.
- Keep the list or an illustrated poster of favorite fruit and vegetable snacks and favorite physical activities on display in the classroom. Each month survey the students to see if they have tried any of the snacks or the activities on the lists.
- Serve one or more of the class favorites as a class snack.
- Provide a copy of your class favorites list to the school food service director.
- Grow one of the class favorites in a container garden in class or in the school garden, or encourage students to plant their favorites in a container or garden at home.
- As students head out to recess, encourage them to be active. Students can check their personal favorites list or the class favorites list for ideas.
- During physical education, help your students find ways to make their favorite recess or P.E. activities more active. For example, if your students like to talk with friends during recess, encourage them to walk and talk.
- Encourage students to participate in National Physical Fitness and Sports Month in May (www.fitness.gov) and Walk to School Day/Week in October (www.cawalktoschool.com).

Activity Notes: Power Choices

Here are some ideas for your healthy snack list:

- Chunks of avocado, cucumber, or cooked sweet potato
- Frozen fruit kabobs with pineapple, bananas, grapes and berries
- Chopped raw veggies and lowfat dip, lowfat cream cheese or peanut butter
- Toasted whole grain breads or crackers with fruit spread
- Graham crackers dipped in applesauce
- Apple slices with peanut butter
- Applesauce with no added sugar or fruit cups packed in fruit juice
- Dried fruit
- Frozen fruit bars made with 100% fruit juice
- Lowfat yogurt with fresh fruit and granola on top
- Celery with peanut butter and raisins ("ants on a log")
- Cucumber slices or jicama with lime juice and chili powder
- Hummus (puréed garbanzo beans) with veggie sticks
- Salsa made with tomatoes, onions, corn, and cilantro, served with baked tortilla chips
- Salsa made with kiwifruit, tangerines, jicama, yellow or red peppers, and cilantro
- Veggie wrap (tortilla) stuffed with cucumbers, zucchini, carrots, and onions
- Rice cakes with peanut butter and bananas
- Cottage cheese with fruit
- Fruit smoothie made with bananas, strawberries, or another favorite fruit
- Bowl of fresh fruit (e.g., cantaloupe, grapes, strawberries, honeydew, watermelon)

For more ideas and snack recipes, check out the *5 a Day—Power Play! Campaign's "Kids…Get Cookin'!"* cookbook or visit www.ca5aday.com and www.5aday.com for more recipes.

Here are some ideas for your physical activity list:

Before school:

- Walk, bike or skate to school
- Walk a pet
- Do some chores (e.g., vacuuming, raking leaves, cleaning your room)
- Do a stretch routine
- Do 10 push-ups and 10 sit-ups

During school:

- Play activities and games during recess (e.g., basketball, soccer, jump rope, tag, kickball)
- Find a friend to walk or jog with during recess

After school:

- All those listed in "before and during school"
- Join an activity club
- Take lessons in an activity you are interested in
- Join a team
- Go to the park with a friend and play
- Play catch with a friend
- Toss a Frisbee with a friend
- Go on a bike ride
- Skate
- Go for a walk with a family member or friend
- Turn on some music and dance
- If you're by yourself, try jumping rope, kicking a kick sack or foot bag, or practicing your sports skills, like dribbling and shooting a basketball

Weekends:

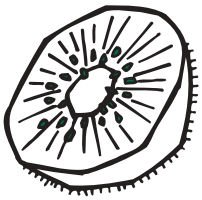
- All those listed in "before and after school"
- Go on a family bike ride, walk, hike, or trip to the park
- Take up a new sport
- Walk to your destination instead of catching a ride
- Gather a group of friends to play hide and seek, touch football, tag, soccer, or another fun game

Name _____ Date _____

WORKSHEET 4

Power Choices

List your favorite fruit snacks, vegetable snacks, and physical activities below.

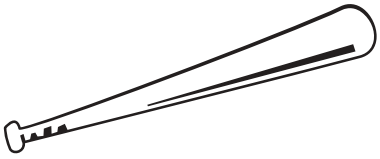


Top 5 Favorite Fruit Snacks

1. _____
2. _____
3. _____
4. _____
5. _____

Top 5 Favorite Vegetable Snacks

1. _____
2. _____
3. _____
4. _____
5. _____



Top 5 Favorite Physical Activities

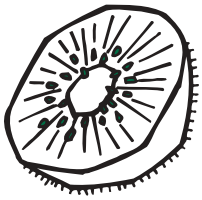
1. _____
2. _____
3. _____
4. _____
5. _____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 4

Decisiones de Poder

Haz una lista de tus bocadillos de frutas, bocadillos de vegetales y actividades físicas favoritas.

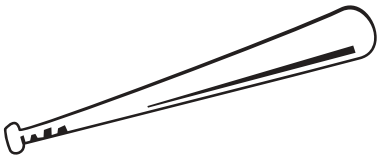


5 Bocadillos de Frutas Favoritas

1. _____
2. _____
3. _____
4. _____
5. _____

5 Bocadillos de Vegetales Favoritos

1. _____
2. _____
3. _____
4. _____
5. _____



5 Actividades Físicas Favoritas

1. _____
2. _____
3. _____
4. _____
5. _____

Fruit & Vegetable and Power Play! Journal

ACTIVITY 5

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 benefits of eating 3½ to 5 cups of fruits and vegetables every day and 3 benefits of being physically active for at least 60 minutes every day.
- Identify their current fruit and vegetable intake and level of physical activity.
- Write a short composition about their findings.

LINKS TO CONTENT STANDARDS

- Reading Comprehension 2.0
  Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Writing Strategies 1.0
  Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.

TIME

- Prep — 15 minutes
- Activity —
  - Steps 1 and 2 on Day 1 — 50 minutes
  - Journals on Days 2 and 3 — 10 minutes in class plus homework
  - Step 3 on Day 4 — 50 minutes

MATERIALS

- Student workbooks

READY

Students record how many cups of fruits and vegetables they eat and how many minutes they are physically active for two days. Students analyze their journals using the fruit and vegetable and physical activity recommendations and Get the Power!, Worksheet 5A. Then they write a short composition about areas needing improvement.

SET

- Review the following worksheets:
  - How Much Do I Need?, Worksheet 3A;
  - Cups of Colorful Fruits and Vegetables, Worksheet 3B;
  - Get the Power!, Worksheet 5A; and
  - Fruit & Vegetable and Power Play! Journal, Worksheet 5B.

GO

1. Discuss the Get the Power! worksheet (Day 1).

- Ask the students the following questions and <u>do not</u> correct their responses.
  - Why is it important to eat 3½ to 5 cups of fruits and vegetables every day?
  - How does it help your health?
  - Why is it important to get at least 60 minutes of physical activity every day?
  - How does it help your health?

Fruit & Vegetable and Power Play! Journal

- Have students turn to Get the Power!, Worksheet 5A in their workbooks. Review the information together about the health benefits of eating fruits and vegetables and being physically active.

2. Explain the journal process (Day 1).

- Review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Review Cups of Colorful Fruits and Vegetables, Worksheet 3B, so that students know common measures of fruits and vegetables.
- Review examples of moderate and vigorous physical activity:
  - Moderate physical activities get you up and moving and make your heart beat faster (e.g., walking, biking, taking the stairs, raking leaves, walking the dog).
  - Vigorous physical activities make you breathe hard and sweat (e.g., running, jogging, dancing, jumping rope, playing soccer, playing basketball).
- Have students turn to Fruit & Vegetable and Power Play! Journal, Worksheet 5B in their workbooks. Review the directions at the top of the worksheet.

3. Students record in their journals (Days 2 and 3).

- Give students class time each day to record what they have eaten and what physical activity they have done. Allow about 5 minutes each morning for students to record what they ate before school and 5 minutes each afternoon to record what they ate for lunch and snacks while at school. The fruits and vegetables children eat and the physical activity they get in the afternoon and evening should be recorded at home.
- Have students start the journal the day after you introduce the activity.
- Direct students to bring their journals to class on the third day.

4. Students analyze their journals (Day 4).

- Bring students' attention back to the journals they completed earlier. Using the information they learned from the Get the Power! worksheet, have students analyze their journals.
  Ask students:
  - Did you eat the recommended cups of fruit on either day?
  - Did you eat the recommended cups of vegetables on either day?
  - If you did not meet the fruit and vegetable goal, what benefits are you missing?
  - What did you eat more often, fruits or vegetables?
  - Which fruits and vegetables did you eat most often?
  - What are some reasons you might want to eat more fruits and vegetables?
  - Did you get at least 60 minutes of physical activity on either day?
  - What types of activities did you do?
  - What are some reasons you might want to get more physical activity?
- Ask students to identify at least one area for improvement and have them write a short composition that describes what they need to improve, what they can do to improve, and what benefits they will get if they meet their goal to improve. Students may decide that they need to:
  - Eat more fruits
  - Eat more vegetables
  - Eat a greater variety of fruits and vegetables
  - Get more physical activity
  - Get more vigorous physical activity

GO FARTHER

- Encourage students to take their journals and their compositions home to share with their family members.
- Repeat the journal activity later in the school year to help students assess their progress.

WORKSHEET 5A

Get the Power!

Do you want to grow and stay healthy? Do you want more energy to do well in school and sports?

Eat Fruits and Vegetables Every Day!

You should eat 3½ to 5 cups of colorful fruits and vegetables every day. Fruits and vegetables are high in fiber and low in fat and sugar. They also have important vitamins.

Why do I need fiber?

Eating foods that are high in fiber protects you from diseases. It also helps you feel full so you don't eat too much. You get fiber from plant foods like fruits, vegetables, beans, whole grain breads, and cereals.

Why should I limit fat and sugar?

Eating too many foods that are high in fat can give you serious health problems when you are older. Fruits and vegetables have very little fat. Toppings like butter, salad dressing, and cheese can be high in fat. If you use toppings or dips with your fruits and vegetables, try to use just a little and make them low in fat.

If you eat foods with a lot of refined sugar, you will probably eat fewer healthy foods. Fruits and vegetables have natural sugar in them. Try to eat fruit without a lot of sugar added to it. For example, drink 100% fruit juice without added sugar.

Why are vitamins important?

Vitamin A

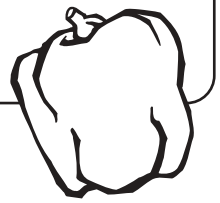
Vitamin A helps you grow and helps your eyesight and skin. It also helps keep you from getting sick. Fruits and vegetables have a lot of vitamin A. Look for fruits and vegetables that are dark yellow, orange, or dark green and leafy.

Try these for vitamin A
apricot, cantaloupe, carrot, collard greens, chili pepper, leaf lettuce, mango, spinach, sweet potato, tomato, and watermelon.

Vitamin C

Vitamin C helps your body stay strong. It prevents infections and heals cuts. It is also good for healthy bones, teeth, skin, and blood vessels. Most of the vitamin C we get comes from fruits and vegetables.

Try these for vitamin C
bell pepper, broccoli, brussels sprouts, cabbage, cantaloupe, cauliflower, grapes, honeydew melon, jicama, kiwifruit, okra, orange, papaya, plum, strawberry, summer squash, tangerine, tomato, and watermelon.



Get 60 Minutes of Power Play Every Day!

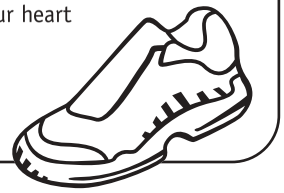
You should get at least 60 minutes of physical activity every day. You can add up the different things you do during the day. Try to be active for at least 10 minutes at a time. Remember to get moderate and vigorous physical activity every day. Being physically active has many benefits!

Physical activity can:

- Help keep you from getting sick
- Help you pay attention in school
- Make learning easier
- Make you feel better about yourself
- Build healthy bones and muscles to keep you strong
- Help you with balance and coordination
- Give you more energy
- Help you keep a healthy weight
- Help you relax
- Help you meet new friends
- Give you something fun to do with friends and family

What is physical activity?
Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.



HOJA DE TRABAJO 5A

¡Gana el Poder!

¿Quieres crecer y mantenerte sano? ¿Quieres tener más energía para tener un buen desempeño en la escuela y en los deportes?

¡Come Frutas y Vegetales Todos los Días!

Tú debes comer de 3½ a 5 tazas de frutas y vegetales cada día. Las frutas y los vegetales contienen mucha fibra y son bajos en grasa y azúcar. También tienen vitaminas importantes.

¿Por qué necesito fibra?

El comer alimentos que son altos en fibra te protege de las enfermedades. También te ayuda a sentirte satisfecho para que no comas demasiado. Tú puedes recibir fibra de plantas comestibles como las frutas, los vegetales, frijoles, panes integrales, y cereales.

¿Por qué debo limitar la grasa y el azúcar?

El comer muchos alimentos que son altos en grasa te puede ocasionar problemas serios de salud cuando seas mayor. Las frutas y los vegetales tienen muy poca grasa. Las cubiertas como la mantequilla, los aderezos para ensaladas, y el queso pueden ser altos en grasa. Si utilizas cubiertas o salsas con tus frutas y vegetales, trata de usar poco y que sean bajos en grasa.

Si comes alimentos con mucha azúcar refinada, probablemente comes menos alimentos saludables. Las frutas y los vegetales tienen pequeñas cantidades de azúcar natural en ellas. Trata de comer fruta que no tengan mucha azúcar agregada. Por ejemplo, toma jugo que sea 100% de fruta sin azúcar adicional.

¿Por qué son importantes las vitaminas?

Vitamina A

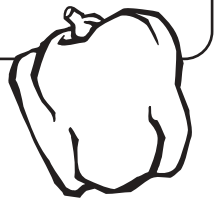
La vitamina A te ayuda a crecer y ayuda a tu vista y a tu piel. También evita que te enfermes. Las frutas y vegetales tienen mucha vitamina A. Busca las frutas y vegetales que son amarillo oscuro, anaranjados, o verde oscuro y con hojas.

Para recibir vitamina A, come:
albaracoque, camotes, chabacanos, chiles, espinacas, hojas de lechuga, hojas verdes de berza, mangos, melón, tomate, sandía, y zanahoria.

Vitamina C

La vitamina C ayuda a tu cuerpo a mantenerse fuerte. Previene infecciones, y sana las heridas. También es buena para mantener saludables los huesos, dientes, la piel, y los vasos sanguíneos. La mayoría de la vitamina C que obtenemos proviene de las frutas y los vegetales.

Para recibir vitamina C, come:
brócoli, calabacitas, ciruela, coles de Bruselas, coliflor, fresa, jícama, kiwi, mandarina, melón, melón blanco, naranja, papaya, pimentón, quimbombó, repollo, tomate, uvas, y sandía.



¡Juega con Ganas 60 Minutos Cada Día!

Tú debes hacer por lo menos 60 minutos de actividad física cada día. Tú puedes sumar todas las diferentes actividades físicas que haces durante el día. Trata de estar activo por lo menos 10 minutos a la vez. Recuerda tener actividad física moderada y vigorosa cada día. ¡El mantenerte activo tiene muchos beneficios!

La actividad física puede:

- Ayudar a que no te enfermes
- Ayudarte a prestar atención en la escuela
- Aprender más fácilmente
- Hacerte sentir mejor de ti mismo
- Tener huesos y músculos saludables para mantenerte fuerte
- Ayudarte con el balance y la coordinación
- Darte más energía
- Ayudarte a mantener un peso saludable
- Ayudarte a relajar
- Ayudarte a conocer nuevos amigos
- Hacer que tus amigos, familiares y tú tengan algo divertido que hacer

¿Qué es actividad física?
Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rápido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

Name _____ **Date** _____

WORKSHEET 5B

Fruit & Vegetable and Power Play! Journal

For 2 days, write down the fruits and vegetables you eat. Then write down what kind of physical activity you do. Use the first chart to track how many cups of fruits and vegetables you eat. Use the second chart to track how many minutes of physical activity you get.

FRUIT AND VEGETABLE JOURNAL

Fruits and vegetables I ate:

Day 1: _____

_____

Day 2: _____

_____

	Cups at Breakfast	Cups at Lunch	Cups at Dinner	Cups for Snacks	TOTAL CUPS
Day 1	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____
Day 2	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____	Fruits: _____ Vegetables: _____

PHYSICAL ACTIVITY JOURNAL

Physical activity I did:

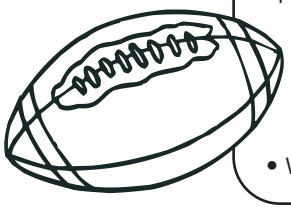
Day 1: _____

_____

Day 2: _____

_____

	Minutes Before School	Minutes During School	Minutes After School	TOTAL MINUTES
Day 1				
Day 2				



What is physical activity?

Physical activity is a game, sport, exercise, or other action that involves moving your body, especially one that makes your heart beat faster. You can also call this power play.

- Moderate physical activity gets you up and moving and makes your heart beat faster.
- Vigorous physical activity makes you breathe hard and sweat.

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 5B

Diario de Frutas y Vegetales y ¡A Jugar con Ganas!

Escribe las frutas y vegetales que comes durante dos días. Luego escribe qué tipo de actividad física haces. Usa el primer cuadro para contar cuantas tazas de frutas y vegetales te comes. Utiliza el segundo cuadro para contar cuantos minutos de actividad física haces.

DIARIO DE FRUTAS Y VEGETALES

Frutas y vegetales que comí:

Día 1: _____

_____

Día 2: _____

_____

	Tazas en el Desayuno	Tazas en el Almuerzo	Tazas en la Cena	Tazas en los Bocadillos	TOTAL DE TAZAS
Día 1	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____
Día 2	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____	Frutas: _____ Vegetales: _____

DIARIO DE ACTIVIDAD FÍSICA

Actividad Física de hice:

Día 1: _____

_____

Día 2: _____

	Minutos Antes de la Escuela	Minutos Durante la Escuela	Minutos Después de la Escuela	TOTAL DE MINUTOS
Día 1				
Día 2				

¿Qué es actividad física?

Actividad física es un juego, deporte, ejercicio o alguna otra acción que hace mover tu cuerpo, especialmente las que hacen latir tu corazón más rapido. A esto también le puedes llamar "jugar con ganas."

- La actividad física moderada te levanta, te mueve y hace que tu corazón lata más rápido.
- La actividad física vigorosa te hace respirar hondo y sudar.

My Power Plan

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify at least 5 fruits and vegetables that are grown in California.
- Identify at least 3 meal or snack items that include fruits or vegetables as a main ingredient.
- Write a plan for a day's meals and snacks that includes 3½ to 5 cups of fruits and vegetables.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
  Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

Working individually, students plan meals and snacks for one day, making sure to include 3½ to 5 cups of fruits and vegetables.

SET

- Review the Activity Notes.
- Review My Power Plan, Worksheet 6.
- Review How Much Do I Need?, Worksheet 3A.

GO

1. Introduce the activity.

- Explain to students that this activity will help them make a plan to eat 3½ to 5 cups of fruits and vegetables in one day.
- Ask students to review How Much Do I Need?, Worksheet 3A, so that each student knows how many cups of fruits and vegetables he/she needs every day for good health.
- Ask students to review their own results from the Fruit & Vegetable and Power Play! Journal activity (Activity 5), so that they can remember the areas they need to improve.
- Lead a discussion:
  - How many of you think it's easy to eat 3½ to 5 cups of fruits and vegetables every day?
  - How many of you ate the right number of fruits and vegetables yesterday?
  - If you did not eat enough fruits and vegetables yesterday, why not?
  - Is it important to eat 3½ to 5 cups of fruits and vegetables every day? Why?

My Power Plan

2. Discuss meal planning and California-grown fruits and vegetables.

- Tell students that they can meet their fruit and vegetable goal by adding a fruit and/or vegetable to every meal and by eating fruits and vegetables as snacks.
- Discuss foods that have fruits and vegetables in them, such as spaghetti with tomato sauce and pizza with toppings like onions, peppers, and mushrooms. Ask students to think of other foods they eat that have fruits and vegetables in them. Also discuss foods that they like that could have fruits or vegetables added to them.
- Ask students if they know which fruits and vegetables are grown in California. Help them generate a list of California grown fruits and vegetables. Write these items on the board.

3. Students complete worksheet.

- Have students turn to My Power Plan, Worksheet 6 in their workbooks. Review the directions at the top of the worksheet with students.
- Remind students that their meals and snacks should limit less healthy items, such as those with added fat and sugar.
- Allow students about 10-15 minutes to complete their plans.

4. Discuss the student plans.

- Lead a class discussion about the plans.
  - What are some of the ideas you came up with to include fruits and vegetables with breakfast?
  - What about lunch?
  - What about dinner?
  - What about snacks?
  - Was it easy or hard to plan a day that includes 3½ to 5 cups of fruits and vegetables?
  - Did anyone include fruits and vegetables that are grown in California? If yes, which ones?
  - After listening to your classmates' ideas, did anyone get more ideas that they can use?

GO FARTHER

- Find out which fruits and vegetables are grown in or near your community. If students in your school live near fields or orchards, ask them if they know what is grown there and where they can obtain this local produce. Consider taking a field trip to a local farm to see how fruits and vegetables are grown or to a local farmers' market. As an alternative, invite a farmer or farmers' market manager to visit your classroom.
- After students learn which fruits and vegetables grow well in their area, they may wish to plant a garden or container garden.
- Encourage students to take their plans home to share with their families. They may want to find out about special family recipes or cultural dishes that they could have included in their plans.
- Have students develop a Power Plan to get 60 minutes of physical activity in a day.

Activity Notes: My Power Plan

There are over 350 different agricultural products that are California grown! Some of the fruits and vegetables are:

- Apples
- Apricots
- Artichokes
- Arugula
- Asparagus
- Avocados
- Beets
- Blackberries
- Blueberries
- Bok choy
- Boysenberries
- Broccoli
- Brussels sprouts
- Cabbage
- Cantaloupe
- Carrots
- Casaba melon
- Cauliflower
- Celery
- Cherimoya
- Cherries
- Chives
- Collard greens
- Corn
- Cucumbers
- Dates
- Eggplant
- Figs
- Garlic
- Grapefruit
- Grapes (and raisins)
- Green beans
- Guava
- Honeydew melon
- Jicama
- Kale
- Kiwifruit
- Kohlrabi
- Kumquat
- Leeks
- Lemons
- Lettuce
- Limes
- Mango
- Mushrooms
- Mustard greens
- Nectarine
- Okra
- Onions
- Oranges
- Papaya
- Passion fruit
- Peaches
- Pears
- Peas
- Peppers
- Plums
- Potatoes
- Prunes
- Pumpkins
- Quince
- Radishes
- Raspberries
- Rhubarb
- Spinach
- Squash (12 varieties)
- Strawberries
- Swiss chard
- Sweet potatoes
- Tangelos
- Tangerines
- Tomatillos
- Tomatoes
- Turnips
- Watermelon
- Yams
- Zucchini

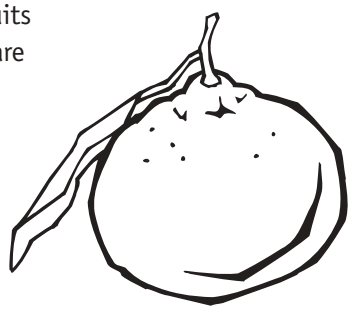
Name _____ Date _____

WORKSHEET 6

My Power Plan

Use this worksheet to plan a day of meals and snacks. Your goal is to include the number of cups of fruits and vegetables during the day that are right for you. Review How Much Do I Need?, Worksheet 3A to know how many cups of fruits and vegetables you need for your plan. Under each meal and snack, list all the foods that you would eat. Remember to include at least one fruit or vegetable with each meal. You do not have to plan all 3 snacks.

When you finish your plan, circle the foods that are fruits and vegetables or have fruits and vegetables in them. Put a star next to the fruits and vegetables that you think are grown in California.



Meals

Breakfast:

_____

_____

_____

_____

Lunch:

_____

_____

_____

_____

Dinner:

_____

_____

_____

_____

Snacks

Morning Snack:

_____

_____

Afternoon Snack:

_____

_____

Evening Snack:

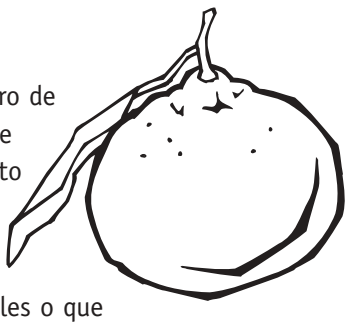
_____

_____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 6

Mi Plan de Poder



Usa esta hoja de trabajo para planear un día de alimentos y bocadillos. Tu meta es incluir el número de tazas de frutas y vegetales que son adecuadas para ti. Revisa la sección ¿Cuánto Necesito?, Hoja de Trabajo 3A para saber cuantas tazas de frutas y vegetales necesitas para tu plan. Bajo cada alimento y bocadillo, escribe <u>todas las comidas</u> que comerías. Recuerda incluir por lo menos una fruta o vegetal con cada alimento. No tienes que planear todos los tres bocadillos.

Cuando termines tu plan, encierra en un círculo alrededor de los alimentos que son frutas y vegetales o que contienen frutas y vegetales. Pon una estrella junto a las frutas y vegetales que creas que se cultivan en California.

Alimentos

Desayuno:

_____

_____

_____

_____

Almuerzo:

_____

_____

_____

_____

Cena:

_____

_____

_____

_____

Bocadillos

Bocadillo de la Mañana:

_____

_____

Bocadillo de la Tarde:

_____

_____

Bocadillo del Anochecer:

_____

_____

Rate the Taste

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify characteristics of fruits and vegetables that they find appealing.
- Name at least one fruit or vegetable that they would like to eat again in the future.
- Use adjectives to describe the characteristics of at least 3 fruits and vegetables.

LINKS TO CONTENT STANDARDS

- Word Analysis, Fluency and Systematic Vocabulary Development 1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
- Writing Applications (Genres and Their Characteristics) 2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

READY

Students sample an array of fruits and/or vegetables, one at a time, using safe food handling techniques. After each sample is tasted, each student rates the food and then uses adjectives to describe the food. Lastly, students write a one-paragraph description of the fruit or vegetable they liked best using the adjectives that they used to describe it.

SET

- Review the Activity Notes.
- Review Rate the Taste, Worksheet 7.
- Prepare fruits and vegetables for tasting by peeling and cutting into bite-sized pieces close to serving time, so that they stay fresh. Follow Safe Food Handling Techniques (see Activity Notes). You may want to work with your school food service department to prepare the samples for tasting.
- If students are tasting both fruits and vegetables, prepare one cup or plate of vegetables and one cup or plate of fruits for each student.
- Have cups and water available for students to drink while tasting.
- Be sure students have access to soap, water, and paper towels to wash their hands before eating. As an alternative, provide each student with a cleansing wipe.
- Ask your school food service director to attend the taste testing so that she/he may learn about the students' fruit and vegetable preferences.

TIME

- Prep — 20 minutes (may vary)
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Taste testing supplies, such as serving containers (two 4-ounce cups or plates per student), napkins, tasting forks and/or spoons
- Cup of water for each student
- Cleaning supplies, such as sponges, detergent, etc.
- A variety of fruits and vegetables for tasting, including fresh, frozen, canned, or dried products. Obtain these from your school food service department or call your local grocer or farmers' market to request a produce donation (see Appendix for a sample donation request letter).
- Thesaurus

Caution: Whenever you are serving food to students, you should check for food allergies.

ACTIVITY 7 Rate the Taste

GO

1. Introduce the activity.

- Introduce the concept of variety to students. Ask them:
  - Do you eat many different kinds of food each day?
  - Do you eat many different fruits and vegetables each day?
  - Do you like to try new fruits or vegetables? Why or why not?
  - Is it important to eat different fruits and vegetables? Why?
- Explain to students that in this activity they will taste several different fruits and vegetables. They may get to taste some fruits or vegetables they haven't tried before.

2. Brainstorm words to describe fruits and vegetables.

- As a class, review the definition of an adjective and brainstorm adjectives that may be used to describe the fruits and vegetables they taste. *(Examples may include how they taste, look, smell, or their texture: sweet, sour, juicy, tart, crisp, crunchy, mushy, tangy, bitter, ripe.)* Write the adjectives on the board.

3. Introduce the food tasting activity.

- Have students wash their hands with soap and water and clean the areas in which they will taste the food.
- Talk with your students about the steps you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were washed before they were opened.
- Set some ground rules for your tasting activity. Ask students not to make any negative comments or faces if they taste something they don't like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
- Have students turn to Rate the Taste, Worksheet 7 in their workbooks. Review the directions at the top of the worksheet.
- Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with different adjectives.
- If you have a thesaurus available, point it out as a resource the students can use.
- Tell the students which fruits and vegetables they will taste today.
- Distribute one cup/plate of vegetables and one cup/plate of fruits to each student.
- Distribute one cup of water to each student.
- Allow 20 minutes for students to taste the items and fill out the Rate the Taste worksheet.

4. Review the results.

- Lead a class discussion about the students' experiences.
  - Did you try a fruit or vegetable you had never tasted before?
  - Were you surprised by the way it tasted?
  - Will you eat this fruit or vegetable more often in the future? Why or why not?
  - Do you usually have fruits and vegetables that you like at home?
  - Will you ask your parents to buy any of the fruits and vegetables that we tasted today? Why or why not?
  - What did we do to make sure that the food we tasted today was safe to eat?
- Ask students to write a one-paragraph description of the fruit or vegetable they liked best, using as many adjectives as they can to describe its taste, smell, and texture.

GO FARTHER

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the food service director to ask that these foods be added to the school menu.
- Invite a school food service staff member, chef, or a high school culinary arts class to conduct a food preparation demonstration for your class.
- If your school has a garden, conduct a tasting with fresh fruits and vegetables from the garden.
- Encourage the students to take their rating sheets home to share with their families. If you prepared a recipe, make copies available for those children that want to try making it at home.

Activity Notes: Rate the Taste

Try to conduct the tasting using fruits and vegetables that will be new to your students. The activity will be more exciting if there are new and colorful options such as:

- Artichokes
- Avocados
- Asparagus
- Bok choy
- Cantaloupe
- Dried fruit (dried peaches or dried apricots)
- Eggplant
- Figs
- Grapefruit
- Melon (cantaloupe, honeydew)
- Jicama
- Kiwifruit
- Kumquats
- Lychee
- Mango
- Red cabbage
- Papaya
- Passion fruit
- Pears
- Persimmon
- Quince
- Radishes
- Bell peppers (red, green, and yellow)
- Rhubarb
- Rutabaga
- Squash (spaghetti, summer, and winter)
- Sugar snap peas
- Sweet potatoes
- Tamarind
- Water chestnuts
- Watermelon
- Zucchini

You have several options for the taste test:

- Taste the same fruit or vegetable prepared several different ways (e.g., a steamed/microwaved vegetable and a raw vegetable)
- Taste many different types of a fruit or vegetable (e.g., samples of green peppers, red peppers, and yellow peppers, or different varieties of apples)
- Provide different dips for fruits and vegetables (e.g., lowfat salad dressing with vegetables and lowfat yogurt with fruits)
- Taste fruits and vegetables that are all the same color (e.g., green: avocados, kiwifruit, peas, broccoli, etc.)

Be sure to check with your school food service department ahead of time to request food tasting samples.

To keep the cost down, purchase fruits and vegetables that are in season.

Safe Food Handling Techniques

General Food Safety

There are four simple keys to making sure that your food is safe from harmful bacteria:

- *Clean:* Always wash your hands, utensils, and surfaces with hot, soapy water before and after preparing food.
- *Separate:* Keep raw meat, poultry, and seafood separate from other foods when they are stored and when you are preparing them.
- *Cook:* Be sure to cook food for a long enough time and at a high enough temperature to kill harmful bacteria.
- *Chill:* Put prepared foods and leftovers into the refrigerator or freezer as soon as possible. Don't defrost foods at room temperature – thaw them in the refrigerator, under cold running water, or in the microwave.

Fruit and Vegetable Safety

- Rinse all fruits and vegetables with water, even if you don't eat the outside of the fruit or vegetable (such as bananas, cantaloupe, or oranges). If necessary, use a small vegetable brush to remove surface dirt. Before opening them, rinse the tops of the cans when using canned fruits and vegetables.
- Try to cut away damaged or bruised areas of fruits and vegetables.
- Use juices that have been pasteurized or treated to kill harmful bacteria. Pasteurized juices can be found in refrigerated sections of stores. Treated juices can be kept on the shelf in stores and are in juice boxes, bottles, and cans. Unpasteurized or untreated juice should have a warning label that says, "This product has not been pasteurized and therefore may contain harmful bacteria that can cause serious illness in children, the elderly, and persons with weakened immune systems."

Cooking Safety

- Always use clean, dry oven mitts whenever you use the oven.
- When cooking on the stove, make sure pot handles are turned away from the front of the stove so the pots are not accidentally bumped or knocked off.
- When uncovering a pot on the stove or a container from the microwave, open the lid away from you to let the steam out.
- Always turn the sharp edge of a knife or vegetable peeler away from you as you use it (use caution when handling a cheese grater, too). Keep your finger tips away from the sharp edge of the knife when cutting.
- Use a cutting board when you chop or slice ingredients.
- When using a blender, keep the lid on. Turn the blender off before you put any utensils inside the blender container.

For more information on food safety, visit www.foodsafety.gov.

Name _____ **Date** _____

WORKSHEET 7

Rate the Taste

Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food. When you are done, write a paragraph about your favorite fruit or vegetable. Use the adjectives to describe how it tasted, looked, smelled, and felt.

Sample 1

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 2

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 3

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 4

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 5

Name of this food: _____

Adjectives for this food: _____ _____ _____

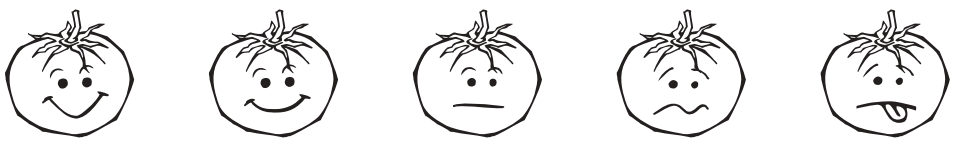
_____ _____ _____

Sample 6

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____



My favorite fruit or vegetable: _____

_____

_____

_____

_____

_____

_____

_____

_____

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 7

Califica el Sabor

¿Te gustan las frutas y los vegetales que has probado? Escribe los adjetivos que describen como saben, como se ven, como huelen y como se sienten. No uses el mismo adjetivo más de dos veces. Luego encierra en un círculo o pinta el dibujo que describa cuánto te gustó cada alimento. Cuando has terminado, escribe un párrafo sobre tu fruta o vegetal favorito. Usa los adjetivos para describir cómo te supo, cómo se veía, cómo olía y cómo se sentía.

Muestra 1

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 2

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 3

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 4

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 5

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

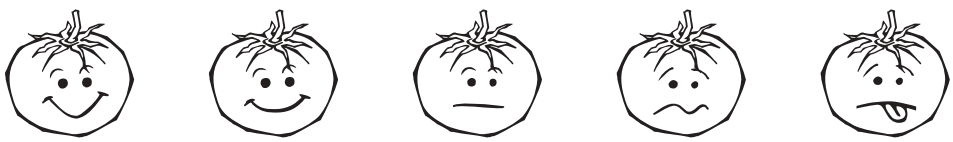
_____ _____ _____

Muestra 6

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____



Mi fruta o vegetal favorito: _____

_____

_____

_____

_____

_____

_____

_____

_____

The Power of Advertising

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 techniques used in advertising.
- Name at least 3 "pros" to eating 3½ to 5 cups of fruits and vegetables every day and 3 "pros" to being physically active for at least 60 minutes every day.
- Name at least 3 "cons" to eating 3½ to 5 cups of fruits and vegetables every day and 3 "cons" to being physically active for at least 60 minutes every day.
- Write a persuasive slogan.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
  Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Writing Strategies 1.0
  Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.
- Reading Comprehension 2.0
  Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Advertisements from television, radio, magazines, and/or newspapers

READY

Students discuss advertising slogans they've seen or heard. As a class, students brainstorm the benefits of eating fruits and vegetables and being physically active, and the barriers to doing so. Students then work in small groups to write and present creative jingles or slogans that promote eating 3½ to 5 cups of fruits and vegetables or being physically active for at least 60 minutes every day.

SET

- Review The Power of Advertising, Worksheet 8.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. You may also wish to ask students to bring in advertisements for discussion.

GO

1. Students brainstorm advertising slogans.

- Explain to students that this activity will help them learn more about how advertising affects their choices. Ask students if they know what a "slogan" is (a phrase, motto, tag line, or catchword that is associated with a specific brand).
- Ask students to share examples of their favorite slogans. The slogans

ACTIVITY 8 The Power of Advertising

could be for any product. List at least 10 examples on the board. Use your sample ads to get started.
- Ask the students, "What makes you remember these slogans?"

2. Discuss advertising techniques.
- Have students turn to The Power of Advertising, Worksheet 8 in their workbooks.
- Allow students five minutes to read the material or read it as a class.
- Review the slogans written on the board and the sample ads. Ask the students if these advertisements use any of the tricks listed on the worksheet.

3. Discuss fruits and vegetables and physical activity.
- Tell students that they are going to create their own advertising slogans that should persuade their friends to eat 3½ to 5 cups of fruits and vegetables and be physically active for at least 60 minutes every day.
- Explain that in order to create persuasive slogans, students need to be able to identify the pros (why it's good for you) and cons (what keeps people from) of eating fruits and vegetables and being physically active.
- Draw a line down the middle of the board. On one side, write the heading "Why it's good to eat fruits and vegetables (Pros)." On the other side, write the heading "Keeps people from eating fruits and vegetables (Cons)."
- Brainstorm a list for each category. Possible answers may include:
  - Pros: make you healthy, make you strong, have lots of vitamins, keep you from getting sick, etc.
  - Cons: don't like the taste, too hard to prepare, too expensive, no one else eats them, etc.
- Do the same for physical activity—"Why it's good to be physically active (Pros)" and "Keeps people from being physically active (Cons)." Brainstorm a list for each category. Possible answers may include:
  - Pros: keeps me from getting sick, makes me look better, makes me strong, gives me energy, etc.
  - Cons: no place to be physically active, not safe to be outside, don't have the money, not enough time, boring, don't have the right equipment, etc.
- Discuss the lists briefly. Ask students to suggest some ways to help them eat fruits and vegetables and be physically active.

4. Students write their own slogans.
- Divide the class into advertising teams of 3-4 students.
- Assign each group a topic for their slogan:
  - Promote eating 3½ to 5 cups of fruits and vegetables every day
  - Promote being physically active (getting power play) for at least 60 minutes every day
  - Promote a particular fruit or vegetable
  - Promote a type of physical activity
- Tell students to create slogans that will sell their topic to their classmates or other friends. Slogans should address the Pros to fruit and vegetable consumption and being physically active and/or address the Cons, by turning them into Pros. *(e.g., "Easy to carry, easy to peel, a banana is the perfect meal.")*
- Allow 15-20 minutes for the groups to work.
- When students are done, ask them to share their work with the rest of the class.

GO FARTHER

- Contact your school food service director to find out which fruits and vegetables will be served in the cafeteria in the coming weeks and offer to create slogans to promote them. The slogans can be used on the school menu, posters, bulletin boards, etc.
- Have students develop variations on their slogans to suit different audiences: parents, teachers, grandparents, etc.
- Ask each student to track the food advertisements that appear in watching 1 hour of television. After several days, hold a discussion:
  - How many ads did you see?
  - How many of the ads that you saw were for healthy foods, fruits and vegetables, and/or physical activity?
  - Was one advertising technique used more than others?
  - What are your reactions to what you have learned?
- Ask students to look for all of the different kinds of advertisements that are used to help sell products. Tell students that they see ads on television and hear them on the radio, but advertising is all around us. Several days later, hold a discussion:
  - Where did you see ads?
  - Did you see ads on the way to school (billboards, bus ads, etc.)?
  - Are there ads at school (vending machines, signs, etc.)?

Name _____ Date _____

WORKSHEET 8

The Power of Advertising

1. What are you trying to sell? _____
2. Who are you selling it to? _____
3. What are some of the good things about it? _____

_____

_____

4. What keeps people from eating it or doing it? _____

_____

_____

_____

5. What might change their minds? _____

_____

_____

Circle the ideas from numbers 3, 4, and 5 that you want to use when you create your slogan, jingle, or advertisement.

Advertisers have many ways to try to get kids to buy their products. You might want to try some of these.

Jingle/Slogan: a song or phrase that helps you remember a product.

Cartoon Characters: an animated character that promotes a product.

Star Power: a celebrity (like a movie star, a model, a football player) who says he or she uses the product.

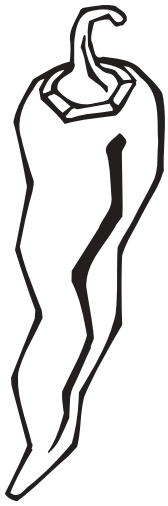
Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

Latest Greatest: everybody loves it and wants it. Don't be left out!

Sensory Appeal: it tastes good, looks good, smells good, or feels good.

Better Than: this product is better than other brands of the same product.

Dollar Power: you will save money or get something free if you buy this product.



Nombre _____ **Fecha** _____

HOJA DE TRABAJO 8

El Poder de la Publicidad

1. ¿Qué estás tratando de vender? _____
2. ¿A quién se lo estás tratando de vender? _____
3. ¿Cuáles son algunas de sus cosas buenas que tiene? _____

_____

_____

4. ¿Qué evita que las personas lo coman o lo hagan? _____

_____

_____

_____

5. ¿Qué podría hacerles cambiar de opinión? _____

_____

_____

Encierra en un círculo las ideas en los números 3, 4, y 5 que quieres utilizar para crear tu lema, tu canción o anuncio.

Los anunciantes utilizan muchas maneras para impulsar a los niños a comprar sus productos. Tú puedes utilizar algunas de éstas maneras.

Canción/Lema: una canción o una frase que ayuda a recorder un producto.

Personajes de Caricaturas: un personaje animado que promueve un producto.

El poder de una Estrella: una celebridad (como un artista de cine, una modelo, un jugador de fútbol) quien dice que él o ella usa el producto.

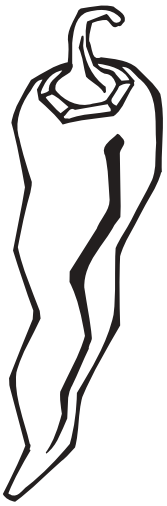
Querer parecerse a: el producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

Lo más nuevo y grandioso: todos lo quieren y lo desean. ¡No te quedes atrás!

Apelar a tus sentidos: si sabe bien, se ve bien, huele bien, o se siente bien.

Mejor que: este producto es mejor que otras marcas del mismo producto.

Poder del Dólar: tú puedes ahorrar dinero o recibir algo gratis si compras este producto.



What's on a Label?

ACTIVITY 9

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the key components of food Nutrition Facts labels.
- Compare and contrast Nutrition Facts of different foods.
- Identify the healthiest food choice among several alternatives.
- Solve math problems about nutrient values.

LINKS TO CONTENT STANDARDS

- Number Sense 2.0
  Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Number Sense 3.0
  Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationship among the operations.
- Reading Comprehension 2.0
  Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed.
- Mathematical Reasoning 1.0
  Students make decisions about how to approach problems.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

Students read and discuss the Nutrition Facts labels provided for two different products. Then students complete a math worksheet with addition, subtraction, multiplication, and division problems related to the nutrition labels.

SET

- Review What's on a Label?, Worksheet 9A; Nutrition Numbers, Worksheet 9B; and Get the Power!, Worksheet 5A.

GO

1. Introduce Nutrition Facts labels.

- Explain to students that this activity will help them read and understand nutrition information on Nutrition Facts labels.
  Ask students:
  - How do you know what ingredients are in a packaged food?
  - How do you know how many calories are in a packaged food?
  - If you don't know what's in a certain food, how can you make smart choices about what to eat?
- Explain that Nutrition Facts labels are one good way to know more about the foods you eat. You should be able to get nutrition information about fresh produce posted in the produce department of a grocery store or by asking a produce person. Another source for produce nutrition information is Fruit and Vegetable of the Month at www.cdc.gov. To obtain nutrition information for other foods, visit www.nutri-facts.com.

What's on a Label?

2. Review the information on Nutrition Facts labels.

- Have students turn to What's on a Label?, Worksheet 9A in their workbooks. Review the information together. To remind students about the benefits of fiber and vitamins, as well as the reasons they should limit fat and sugar, refer back to Worksheet 5A: Get the Power!

3. Students complete math activity.

- Have students turn to Nutrition Numbers, Worksheet 9B in their workbooks. Review the directions at the top of the worksheet with students.
- Give students 20 minutes to complete the problems, using the What's on a Label? page and the sample Nutrition Facts labels for reference.
- When students are done, review the answers as a class.

4. Discuss the importance of Nutrition Facts labels.

- Discuss what students have learned about Nutrition Facts labels.
  - Will you use these labels in the future to help you decide what to eat? Why or why not?
  - The next time you have a snack, will you think about what you just learned?
  - Do you think you will choose a different snack than you normally would? Why or why not?

GO FARTHER

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Make a list of 3 or 4 foods and compare them in terms of nutrition. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy the next time they shop.
- Assign students to conduct research about nutrient values of specific foods using the Internet. You may wish to refer them to www.nutri-facts.com and Fruit and Vegetable of the Month at www.cdc.gov after you have reviewed the sites to ensure they are appropriate for your students.
- If you would like to teach your students more about Nutrition Facts labels, download "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide" from the U.S. Department of Agriculture's Team Nutrition Web site at www.fns.usda.gov/tn under the Educators icon.

WORKSHEET 9A

What's on a Label?

The Nutrition Facts label tells you about the food inside the package.

How many servings are you eating?

All information on the label is for one serving. Sometimes the serving size shown is much smaller than most people eat at one time.

Calories are a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. The more you move, the more food energy (calories) you need.

Eating too much of these nutrients can cause health problems when you get older.

Eating enough of these nutrients can help you stay healthy.

Broccoli, raw

Nutrition Facts

Serving Size ½ cup (82g)
Servings Per Container 1

Amount per serving

Calories 25	Calories from fat 0
	% Daily Value*
Total Fat 0g	**0**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 20mg	**1**%
Total Carbohydrates 4g	**1**%
Dietary Fiber 2g	**8**%
Sugars 1g	
Protein 2g	

Vitamin A 20% • Vitamin C 50%
Calcium 2% • Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

How do you know if a food is HIGH or LOW in a certain nutrient?

LOW is when a nutrient for one serving has 5% Daily Value or less.

HIGH is when a nutrient for one serving has 20% Daily Value or more.

% Daily Value tells you if there is a lot or a little of a nutrient in a serving of food. It shows how much of the nutrient you will get from eating one serving of this food compared with how much you should get in one day.

Get LESS
5% or less is low
20% or more is high

Get ENOUGH
5% or less is low
20% or more is high

Adapted from "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," a publication of the U.S. Department of Agriculture Food & Nutrition Service and the U.S. Department of Health and Human Services Food & Drug Administration. For more information, visit the USDA's Team Nutrition Web site at www.fns.usda.gov/tn under the Educators icon.

Sample Nutrition Facts Labels

Strawberries, raw

Nutrition Facts

Serving Size 1 cup (144g)
Servings Per Container 2

Amount per serving

Calories 45	Calories from fat 0
	% Daily Value*
Total Fat 0.5g	**1**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 0mg	**0**%
Total Carbohydrates 10g	**3**%
Dietary Fiber 3g	**13**%
Sugars 8g	
Protein 1g	

Vitamin A 0% •	Vitamin C 140%
Calcium 2% •	Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Potato Chips ("Big Grab" bag)

Nutrition Facts

Serving Size 1 oz (28g)
Servings Per Container 3

Amount per serving

Calories 150	Calories from fat 90
	% Daily Value*
Total Fat 10g	**15**%
Saturated Fat 3g	**15**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 170mg	**7**%
Total Carbohydrates 15g	**5**%
Dietary Fiber 1g	**5**%
Sugars 0g	
Protein 2g	

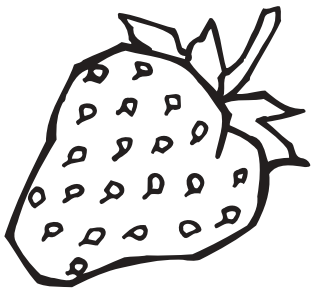
Vitamin A 0% •	Vitamin C 15%
Calcium 0% •	Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Name _____ Date _____

WORKSHEET 9B

Nutrition Numbers



Complete the math problems. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

1. If you eat 2 servings of potato chips, how many calories have you eaten?

2. If you eat 2 servings of strawberries, how many calories have you eaten?

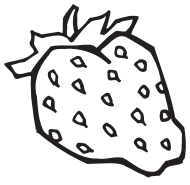
3. If you eat 2 servings of strawberries, how much fat have you eaten?

4. If you eat 2 servings of potato chips, how much fat have you eaten?

5. How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

6. How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?

7. If you want to eat less sodium, which food is a better choice?

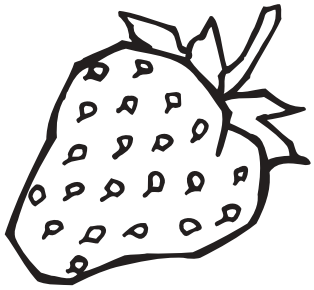


8. Which of these foods do you think would be the healthier choice for a snack? Why?

WORKSHEET 9B

Nutrition Numbers

ANSWER KEY



Complete the math problems. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

1. If you eat 2 servings of potato chips, how many calories have you eaten?
   If you eat 2 servings of potato chips, you have eaten 300 calories (150 + 150 = 300).

2. If you eat 2 servings of strawberries, how many calories have you eaten?
   If you eat 2 servings of strawberries, you have eaten 70 calories (35 + 35 = 70).

3. If you eat 2 servings of strawberries, how much fat have you eaten?
   If you eat 2 servings of strawberries, you have eaten 0 grams of fat (0 + 0 = 0).

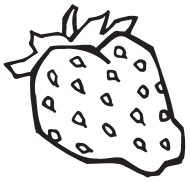
4. If you eat 2 servings of potato chips, how much fat have you eaten?
   If you eat 2 servings of potato chips, you have eaten 20 grams of fat (10 + 10 = 20 grams).

5. How many servings of potato chips would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?
   You would need 7 servings of potato chips to reach 100% of the daily value of vitamin C (100 ÷ 15 = 6.66 servings, rounded up to 7 servings). If you eat 7 servings of potato chips, and each serving has 150 calories, that means you would have eaten 1,050 calories (7 x 150 = 1,050).

6. How many servings of strawberries would you have to eat to get at least 100% of the daily value of vitamin C? If you ate that many servings, how many calories would you have eaten?
   You would need only 1 serving of strawberries to reach 100% of the daily value of vitamin C. You would have eaten 35 calories.

7. If you want to eat less sodium, which food is a better choice?
   If you want to eat less sodium, strawberries are a better choice than potato chips (0 milligrams per serving compared to 180 milligrams).

8. Which of these foods do you think would be the healthier choice for a snack? Why?
   Strawberries would be a healthier snack. Strawberries have fewer calories and fat and more vitamins than potato chips. Potato chips don't have very many nutrients and have more calories and fat.



HOJA DE TRABAJO 9A

¿Qué hay en una Etiqueta?

La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

¿Cuántas porciones estás comiendo?

Toda información en la etiqueta es para una porción. A veces el tamaño de la porción es mucho más pequeño de lo que regularmente se come.

Las calorías miden cuánta energía obtienes de los alimentos. La cantidad de calorías que necesitas dependen de tu tamaño y de lo activo que eres. Entre más te mueves, más energía alimenticia (calorías) necesitas.

El comer demasiados de estos nutrientes, te puede causar problemas cuando crezcas.

El comer suficientes de estos nutrientes te puede ayudar a mantenerte saludable.

Brócoli, crudo

Información Nutricional

Tamaño de Porción ½ taza (82g)
Porciones pr Paquete 1

Cantidad por porción

Calorías 25	Calorías de grasa 0
	% de Valor Diario*
Total de Grasa 0g	**0**%
Grasa saturada 0g	**0**%
Ácidos Grasos *Trans* 0g	**0**%
Colesterol 0mg	**1**%
Sodio 20mg	**1**%
Total de Carbohidratos 4g	**8**%
Fibra 2g	
Azúcar 1g	
Proteína 2g	

Vitamina A 20%	•	Vitamina C 50%
Calcio 2%	•	Hierro 2%

*Porcentaje de Valores Diarios están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

¿Cómo sabes si un alimento es ALTO o BAJO en algun nutriente?

BAJO es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.

ALTO es cuando el nutriente de una porción tiene un Valor Diario de 20% o mayor.

% del Valor Diario te dice si hay mucho o muy poco nutriente en una porción de alimento. Demuestra la cantidad del nutriente que recibirás al comer una porción de este alimento en comparación con la cantidad que debes recibir en un día.

Recibe MENOS
5% o menos es bajo
20% o más es alto

Recibe SUFICIENTE
5% o menos es bajo
20% o más es alto

Adaptado de "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," una publicación del Servicio de Alimentos y Nutrición del Departamento de Agricultura de Estados Unidos y la Administración de Alimentos y Medicamentos del Departamento de Salud y Servicios Humanos de Estados Unidos. Para más información, visita la página de Internet del Equipo de Nutrición de USDA en www.fns.usda.gov/tn bajo el icono de Educators.

Ejemplos de Información en Etiquetas Nutrivas

Fresas, crudos

Información Nutricional

Tamaño de la Porción 1 taza (144g)
Porciónes en cada envase 2

Cantidad por porción

Calorías 45 Calorías de grasa 0

Total de Grasa 0.5g	**% de Valor Dairio***
Grasa Saturada 0g	**0**%
Ácidos Grasos *Trans* 0g	**0**%
Colesterol 0mg	
Sodio 0mg	**0**%
Total de Carbohidratos 10g	**0**%
Fibra Dietética 3g	**5**%
Azúcar 8g	**13**%
Proteína 1g	

Vitamina A 0% • Vitamina C 140%
Calcio 2% • Hierro 4%

*Valores de Porcentaje Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Papitas Fritas (tamaño “Big Grab”)

Información Nutricional

Tamaño de la Porción 1 oz (28g)
Porciónes en cada envase 3

Cantidad por porción

Calorías 150 Calorías de grasa 90

Total de Grasa 10g	**% de Valor Dairio***
Grasa Saturada 3g	**15**%
Ácidos Grasos *Trans* 0g	**15**%
Colesterol 0mg	
Sodio 170mg	**0**%
Total de Carbohidratos 15g	**7**%
Fibra Dietética 1g	**5**%
Azúcar 0g	**5**%
Proteína 2g	

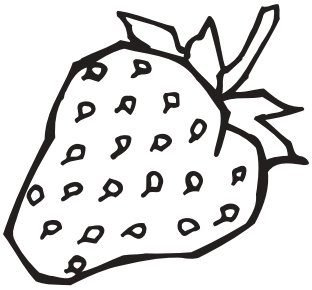
Vitamina A 0% • Vitamina C 15%
Calcio 0% • Hierro 2%

*Valores de Porcentaje Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 9B

Cuentas de Nutrición



Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

1. ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?

2. ¿Cuántas calorías has comido si comes 2 porciones de fresas?

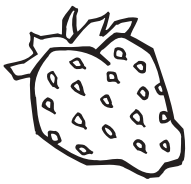
3. ¿Cuánta grasa has comido si comes 2 porciones de fresas?

4. ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?

5. ¿Cuántas porciones de papitas fritas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorias comerías si comieras todas esas porciones?

6. ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorias comerías si comieras todas esas porciones?

7. ¿Cuál es la mejor comida si quieres comer menos sodio?

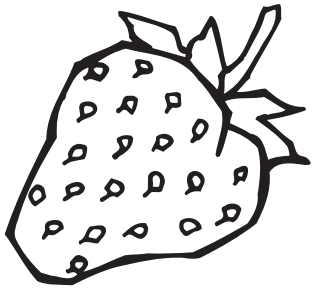


8. ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?

HOJA DE TRABAJO 9B

Cuentas de Nutrición

GUÍA DE RESPUESTAS



Contesta los problemas matemáticos. Para la información que necesitas usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para resolver el problema, escríbela.

1. ¿Cuántas calorías has comido si comes 2 porciones de papitas fritas?
   Si comes 2 porciones de papitas fritas, has comido 300 calorías (150 + 150 = 300).

2. ¿Cuántas calorías has comido si comes 2 porciones de fresas?
   Si has comido 2 porciones de fresas, has comido 70 calorías (35 + 35 = 70).

3. ¿Cuánta grasa has comido si comes 2 porciones de fresas?
   Si has comido 2 porciones de fresas, has comido 0 gramos de grasa (0 + 0 = 0).

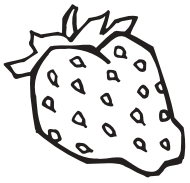
4. ¿Cuánta grasa has comido si comes 2 porciones de papitas fritas?
   Si comes 2 porciones de papitas fritas, has comido 20 gramos de grasa (10 + 10 = 20 gramos).

5. ¿Cuántas porciones de papitas fritas te tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorias comerías si comieras todas esas porciones?
   Necesitarías comer 7 porciones de papitas fritas para llegar al 100% del valor diario de vitamina C (100 ÷ 15 = 6.66 porciones, redondeado a 7 porciones). Si comes 7 porciones de papitas fritas, y cada porcion tiene 150 calorías, eso significa que has comido 1,050 calorías (7 x 150 = 1,050).

6. ¿Cuántas porciones de fresas tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C? ¿Cuántas calorias comerías si te comieras todas esas porciones?
   Necesitarías sólo 1 porción de fresas para llegar al 100% del valor diario de vitamina C. Te habrías comido 35 calorías.

7. ¿Cuál es la mejor comida si quieres comer menos sodio?
   Si quieres comer menos sodio, las fresas son una mejor selección que las papitas fritas (0 miligramos por porción comparado con 180 miligramos).

8. ¿Cuál de estas comidas crees que sería un bocadillo más saludable? ¿Por qué?
   Las fresas serían un bocadillo más saludable. Las fresas tienen menos calorías y grasa y tienen más vitaminas que las papitas fritas. Las papitas fritas no tienen muchos nutrientes y tienen más calorías y grasa.



Healthier Please!

ACTIVITY 10

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 barriers to eating more fruits and vegetables at home.
- Name at least 3 barriers to being more physically active at home.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at home.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
  Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Speaking Applications (Genres and Their Characteristics) 2.0
  Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

As a class, students list barriers to fruit and vegetable consumption and physical activity, particularly in the home environment. Using scenarios provided, students brainstorm ways to advocate respectfully for healthier choices.

SET

- Review Healthier Please!, Worksheet 10.

GO

1. Discuss barriers.

- Discuss with students the definition and concept of a "barrier" (something that prevents you from making progress, going ahead, taking action). Ask them for examples of barriers, like a door, fence, roadblock, wall, chain across a driveway.
- Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, etc.

Healthier Please!

- Ask students to give reasons they don't always eat enough fruits and vegetables when they are not at school, and write their answers on the board. Use prompts such as:
  - Do you like the way fruits and vegetables taste? (If not, this is a barrier.)
  - Do you have fruits and vegetables available at home?
  - Could you ask for more fruits and vegetables at home?
  - How easy is it to get fruits and vegetables?
  - Do others in your family like fruits and vegetables?
- Ask students why they don't always get enough physical activity when they are not at school, and write their answers on the board. Use prompts such as:
  - What else do you have to do when you get home?
  - What do you like to do at home?
  - Does anyone else in your family like to be physically active?
  - How easy is it to get physical activity outside after school?
- Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

2. Students develop and present scenarios.

- Have students turn to Healthier Please!, Worksheet 10 in their workbooks. Review the directions together.
- Talk briefly about the importance of using respectful words and tone of voice when asking for changes. Ask them to come up with ground rules, such as:
  - Use a pleasant tone of voice.
  - Use positive body language.
  - Say "please" and "thank you."
  - No put-downs.
- Divide the class into groups of 3-4 students, and assign each group a scene from the worksheet.
- Give students 15 minutes to discuss the barriers in the scene and how they would resolve the situation in their scene.
- Have each group present their solution to the class and read any dialogue they have written. Compare solutions that different groups developed.

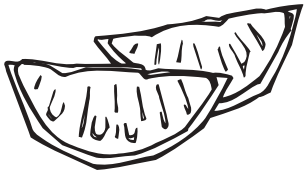
GO FARTHER

- Ask the students to pick a situation that is likely to happen in their own homes and have them draw a three- or four-panel cartoon to illustrate how they could ask for changes in a respectful way. Encourage students to take their cartoons home to share.
- Encourage students to use what they learned today at home and to report their successes back to the class.

Name _____ Date _____

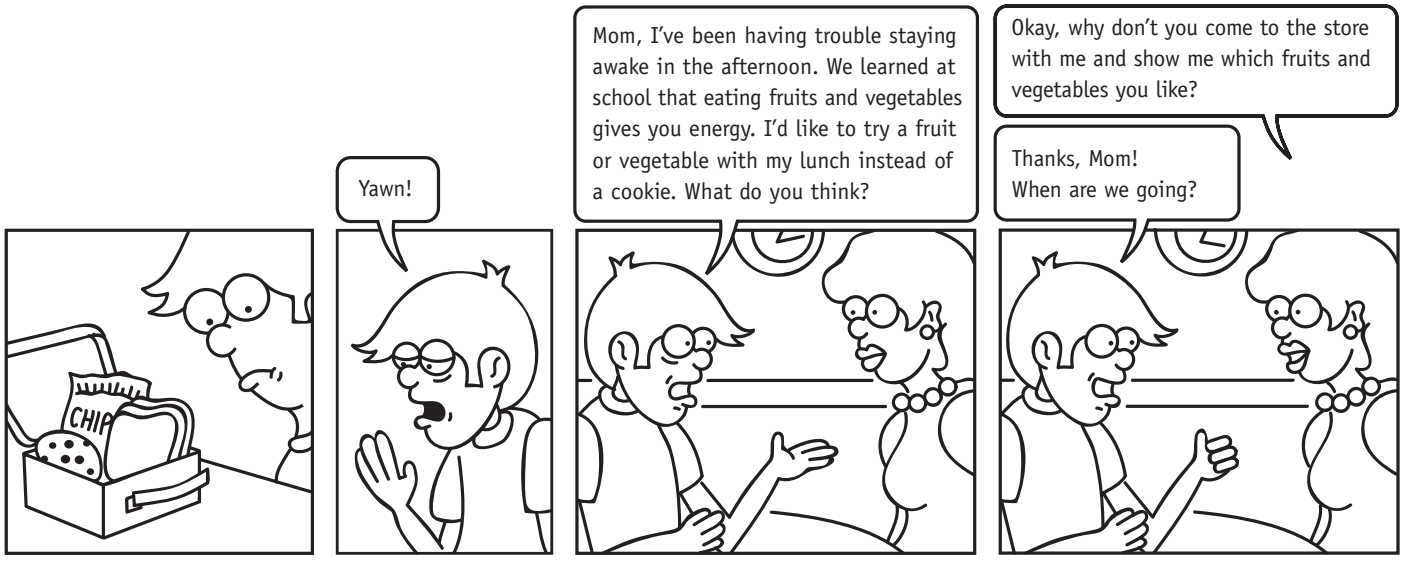
WORKSHEET 10

Healthier Please!



Read your group's scene. Talk about the scene with your group. What keeps the person in the scene from eating more fruits and vegetables or getting more physical activity? As a group, decide what you would say and do. Write it down. Remember to be respectful.

Example: On most days, your lunch has a ham and cheese sandwich, a small bag of potato chips, and a cookie. You usually start to feel sleepy after lunch. You know that a healthier lunch would give you more energy. What do you say and do?



SCENE 1

It is a sunny Saturday afternoon. Everyone in your family is watching television. You want everyone to go outside and enjoy some physical activity. What could you say and do to get them to go outside with you?

SCENE 2

You just got home from school and you really want a fruit or vegetable for a snack. You look in the refrigerator, the cupboard, and on the counter. There are no fruits or vegetables. What could you say and do so there are healthy snacks for you to eat after school?

SCENE 3

It's a busy school morning at your house. Your mom says, "We're out of milk, and I don't have time to cook you anything. We'll stop at the fast food place on the way to school—let's go!" You wanted something healthy, like a fruit smoothie, that would give you energy. What could you say and do so you have a healthy breakfast this morning? What could you say and do so there is something healthy for breakfast at home in the future?

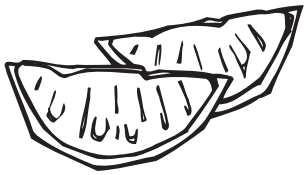
SCENE 4

You really want to spend some time being physically active when you get home from school. Your parents want you to work on your homework right after school. When you finish your homework, it will be dark outside. What could you say or do so you can get some physical activity after school?

Nombre _____ **Fecha** _____

HOJA DE TRABAJO 10

¡Más Saludable por Favor!



Lee la escena a tu grupo. Discute la escena con tu grupo. ¿Por qué la persona de la escena no come más frutas y vegetales o hace más actividad física? Entre todo el grupo decidan lo que debieran decir y hacer. Escríbanlo. Recuerden ser respetuosos.

Ejemplo: La mayoría de los días tienes en tu almuerzo un sándwich de jamón y queso, una pequeña bolsa de papitas fritas, y una galleta. Normalmente te empieza a dar sueño después de comer. Tú sabes que un almuerzo más saludable te daría más energía. ¿Qué debes decir y hacer?

ESCENA 1

Es una soleada tarde de sábado. Toda tu familia está viendo televisión. Tú quieres que todos salgan y disfruten de alguna actividad física. ¿Qué podrías decir y hacer para convencerlos que vayan afuera contigo?

ESCENA 2

Acabas de llegar a casa de la escuela y quieres comer una fruta o vegetal de bocadillo. Ves en el refrigerador, en la alacena y en el mostrador. No hay frutas o vegetales. ¿Qué podrías decir y hacer para que haya bocadillos más saludables que puedas comer después de la escuela?

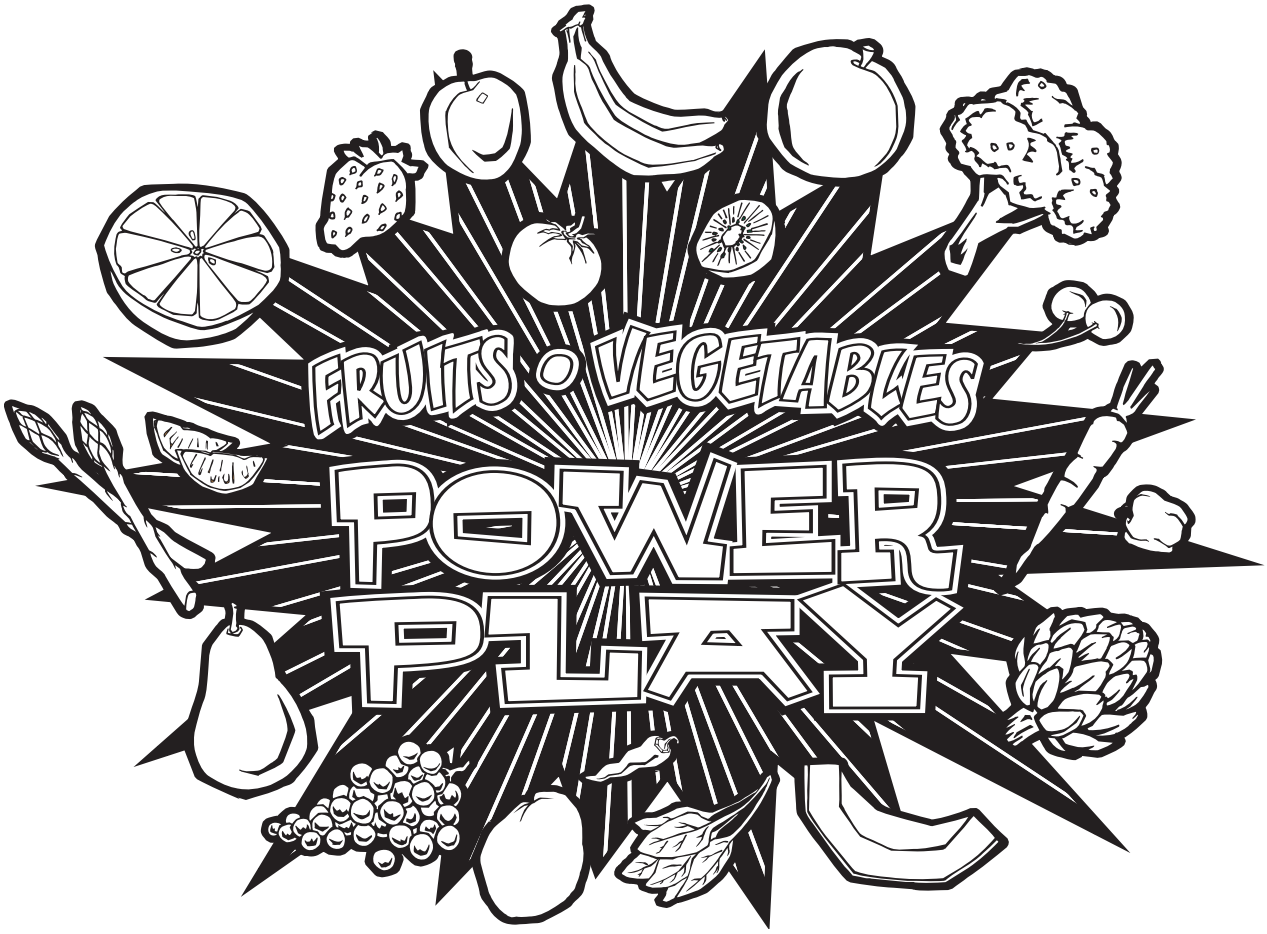
ESCENA 3

Es una agitada mañana en tu casa antes de ir a la escuela. Tu mamá dice, "No tenemos leche, y no tengo tiempo de cocinarles algo. Rumbo a la escuela pasamos al restaurante de comida rápida—¡Vámonos!" Tú quieres algo saludable, como un licuado de fruta, que te dé energía. ¿Qué podrías decir y hacer para poder tener un desayuno saludable esta mañana? ¿Qué podrías decir y hacer para que en el futuro haya algo saludable que desayunar en tu hogar?

ESCENA 4

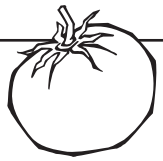
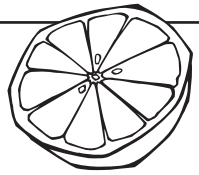
Tú quieres hacer actividades físicas cuando llegas a casa de la escuela. Tus padres quieren que hagas tu tarea justo después de que llegaste de la escuela. Cuando terminas tu tarea, estará oscuro afuera. ¿Qué puedes hacer o decir para que puedas hacer actividades físicas después de la escuela?

Appendix



Why eat a variety of colorful fruits and vegetables every day?

Color is proof that—besides vitamins, minerals, fiber, and flavor—your meals and snacks provide powerful phytonutrients. These colorful, natural plant chemicals seem to help the body fight disease, and some help to slow the signs of aging. A plant's color gives a clue to its health benefits. Check out the chart below.

Color	Some Sources	Benefits
Blue/Purple	Purple grapes, dark raisins, plums, blueberries, purple cabbage, dried plums 	May reduce the risk of cancer, heart disease, and complications from diabetes. May help control high blood pressure and slow some effects of aging.
Red	Tomatoes, tomato products (spaghetti sauce, tomato juice, etc.), watermelon, guavas	May reduce the risk of certain types of cancer. 
	Cherries, strawberries, beets, red apples, red onion 	May reduce the risk of cancer, heart disease, and complications from diabetes. May help control high blood pressure and slow some effects of aging.
Dark Orange	 Mangos, sweet potatoes, cantaloupe, carrots, apricots, butternut squash	May reduce the risk of cancer and heart disease. Helps maintain good vision and strengthens the immune system.
Yellow—Orange	Oranges, grapefruit, papaya, nectarines, pears 	May reduce the risk of cancer and heart disease. May strengthen bones and teeth, help the body heal wounds, keep skin healthy, and maintain eyesight.
Yellow—Green	Spinach, collard greens, kiwifruit, romaine lettuce, green peas	Helps maintain eyesight and may reduce the risk of vision problems common in later life. 
Green	Broccoli, green cabbage, Swiss chard, bok choy 	May reduce the risk of cancer and help the body get rid of cancer-causing chemicals.
White	Onions, garlic, leeks, scallions, chives	May reduce the risk of cancer, heart disease, and infection. May help lower high cholesterol and control high blood pressure.

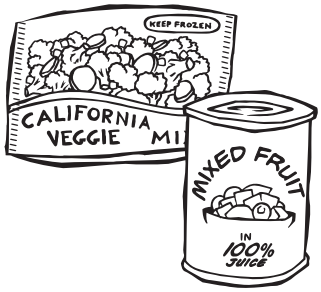
For more information about nutrition and physical activity, visit us at www.ca5aday.com or call 1-888-EAT-FIVE (1-888-328-3483).

Dear Parents,

We want to help your child get the power! That's why we are working with the *California Children's 5 a Day—Power Play! Campaign*. This *Campaign* encourages children to eat 3½ to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day.

Most children don't eat enough fruits and vegetables or get the physical activity they need every day. Eating fruits and vegetables and being active can help your child

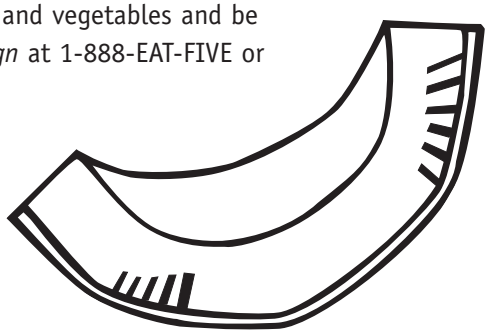
- grow and develop;
- have more energy to learn and play;
- have higher self esteem;
- stay at a healthy weight; and
- reduce the risk of serious health problems later in life.



You can help your child eat more fruits and vegetables and be more active. Try these ideas:

- Include fruits and vegetables in the meals and snacks that you prepare.
- Keep fruits and vegetables at home in easy to reach places.
- Ask your child to help you prepare the fruits and vegetables you'll be eating.
- Have your child eat school meals. Find out if your child qualifies for free or reduced-price meals by contacting the school.
- Learn more about the Food Stamp Program by calling 1-800-952-5253. This program can help you buy healthy foods like fruits and vegetables.
- Be active with your child every day. Walks are a great way to be active together.
- Limit the amount of time your child spends watching television and playing video games.
- Help your child find physical activities that he/she enjoys.
- Ask your child to tell you about the *5 a Day—Power Play!* activities that he/she is doing.
- Be a good role model. Let your child see you enjoying fruits and vegetables and physical activity.
- With your child, go to the www.mypyramid.gov Web site to learn more about eating a healthy diet and being physically active.

Would you like more information about how to eat more fruits and vegetables and be physically active every day? Call the *California 5 a Day Campaign* at 1-888-EAT-FIVE or visit the Web site at www.ca5aday.com.



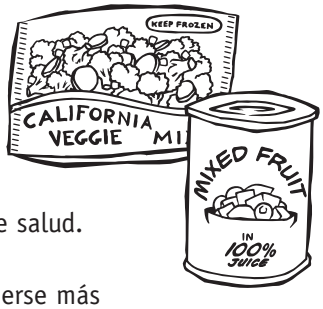
Thank you for helping your child get the power!

Sincerely,

Estimados Padres de Familia,

¡Nosotros queremos ayudar a que su hijo(a) tenga el poder! Es por eso que estamos trabajando con *La Campaña para Niños 5 al Día de California*. Esta *Campaña* estimula a los niños a que coman de 3½ a 5 tazas de frutas y vegetales y que hagan por lo menos 60 minutos de actividad física al día.

La mayor parte de los niños no comen suficientes frutas y vegetales ni hacen la cantidad de ejercicio diario que necesitan. Comer frutas y vegetales y mantenerse activo puede ayudar a su hijo(a) a:



- crecer y desarrollarse;
- tener más energía para aprender y jugar;
- tener mejor autoestima;
- mantener un peso saludable, y
- reducir el riesgo de tener, en el transcurso de su vida, problemas serios de salud.

Usted puede ayudar a su hijo(a) a comer más frutas y vegetales y a mantenerse más activos. Aquí tiene algunas ideas:

- Incluya frutas y vegetales en las comidas y en los bocadillos que les prepare.
- Tenga las frutas y los vegetales en lugares fáciles de alcanzar.
- Pida a su hijo(a) que le ayude a preparar los alimentos de frutas y vegetales que van a comer.
- Haga que su hijo(a) coma las comidas de la escuela. Llame por teléfono a la escuela para ver si su hijo(a) califica para obtener alimentos gratuitos o a bajo costo.
- Obtenga informes sobre el programa de Estampillas para Comida llamando al 1-800-952-5253. Este programa le puede ayudar a comprar alimentos saludables como frutas y vegetales.
- Haga, junto con su hijo(a) actividad física diaria. Caminar es una excelente forma de hacer ejercicio juntos.
- Disminuya el tiempo que su hijo(a) pasa viendo la televisión o jugando juegos de video.
- Ayude a su hijo(a) a encontrar las actividades físicas que más les gusten.
- Pregunte a su hijo(a) cuales son las actividades físicas de *La Campaña para Niños 5 al Día de California* que esta haciendo.
- Enseñe con el ejemplo. Hágale saber a su hijo(a) que usted le gusta comer frutas y vegetales y que disfruta haciendo actividades físicas.
- Revise con su hijo el sitio de Internet www.mypyramid.gov para aprender más sobre como llevar una dieta saludable y mantenerse activo.

¿Le gustaría obtener más información sobre como comer más frutas y vegetales y mantenerse físicamente activo diariamente? Llame a *La Campaña 5 al Día de California* al 1-888-328-3483.

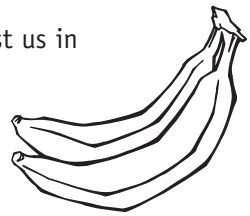
¡Gracias por ayudarle a su hijo(a) a tener el poder!

Atentamente,

Dear _____,

Our organization is partnering with the *California Children's 5 a Day—Power Play! Campaign* to teach children about the importance of eating 3½ to 5 cups of fruits and vegetables and getting at least 60 minutes of physical activity every day.

We would greatly appreciate it if you could donate some resources to assist us in educating our children about these important health behaviors.



We are especially interested in the following:

_____

_____

_____

_____

_____

You can reach me at:

Name: _____

Organization Name: _____

Address: _____

_____

City, State, Zip: _____

Phone: _____

E-mail: _____

Thank you for your help in keeping our children healthy.

Sincerely,

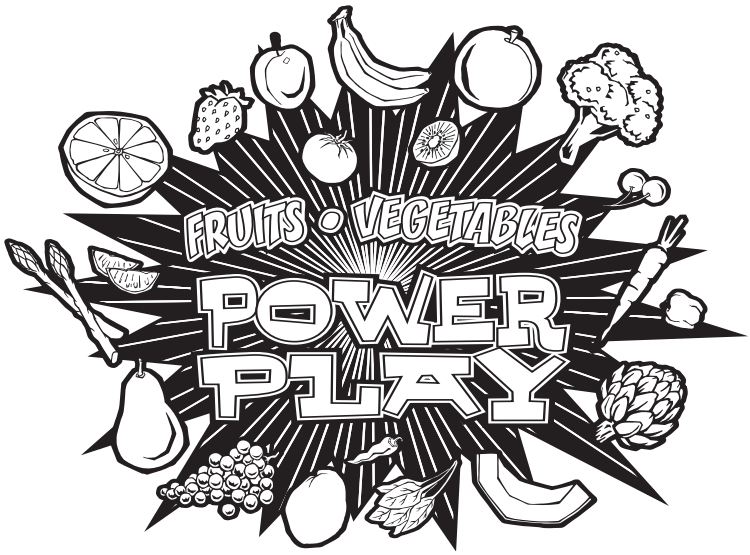
Field Trip and Guest Speaker Ideas

Field trips are a great way to extend learning. Ideas for field trips include:

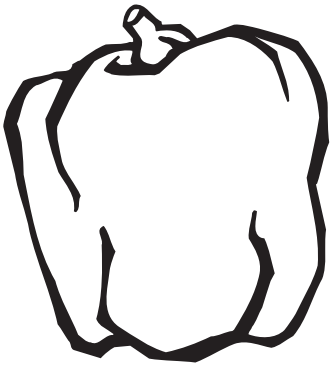
- Visit a local farm to learn about how fruits and vegetables are grown.
- Visit a local school or community garden.
- Tour a restaurant or school food service kitchen. The chef, manager, or food service director should be able to speak to the children about nutrition.
- Contact a local supermarket or farmers' market to request a tour.
- Visit a local food production company, such as a fruit or vegetable cannery or packer.
- Visit a nearby culinary institute.
- Take a walking trip to a nearby convenience store or restaurant to investigate their fruit and vegetable selections.
- Visit a nearby state park and go on a hike with an experienced park guide.
- Tour a local fitness club. The club's manager should be able to speak to the children about fitness and safety.

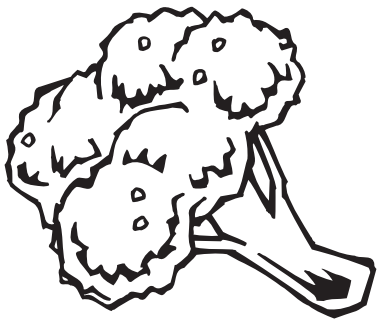
If field trips are not possible, consider holding an on-site "field trip" by inviting a guest to speak to your class. Parents may also be able to participate or may have connections with possible speakers. Consider contacting:

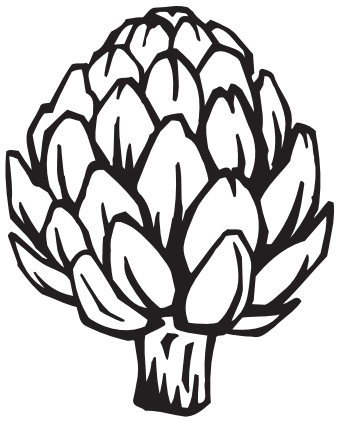
- School food/nutrition service director
- Local chef or restaurant manager
- Farmers' market manager
- Produce manager of a grocery store
- Farmer
- Local gardeners or gardening societies
- Agricultural organizations, such as farm cooperatives and commodity associations
- Agriculture & Natural Resources departments at local colleges and universities
- Local 4-H Clubs
- Local University of California Cooperative Extension office
- American Dietetic Association (visit www.eatright.org)
- A local high school where students are studying nutrition or culinary arts

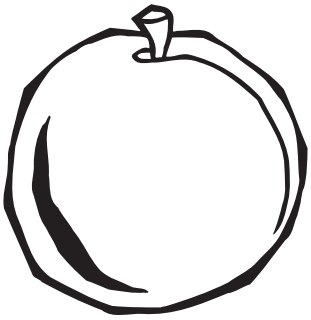

FRUITS • VEGETABLES
POWER
PLAY

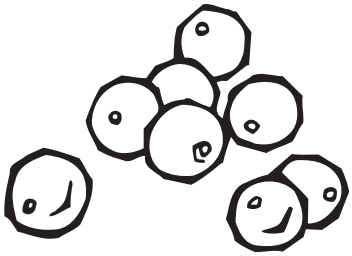

CON
FRUTAS Y VEGETALES
GANAMOS
ENERGÍA

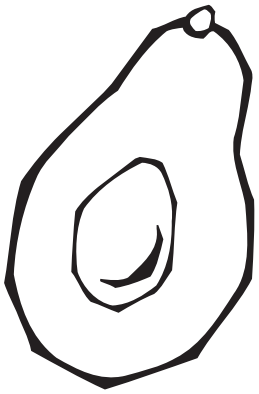


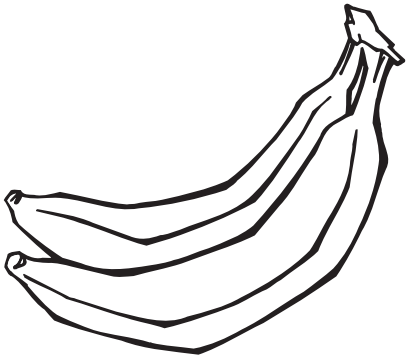




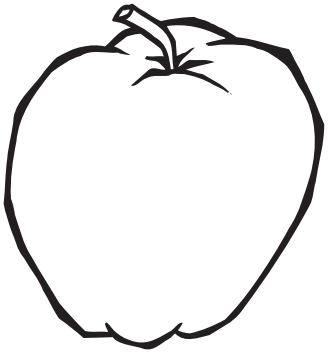


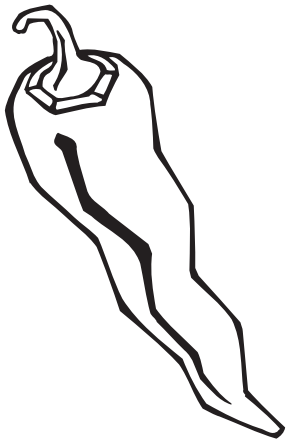


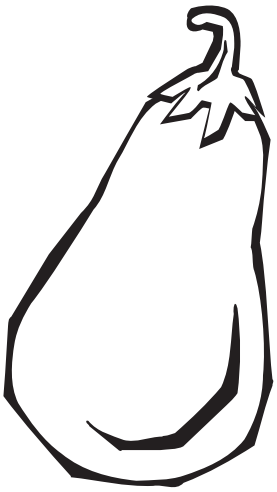


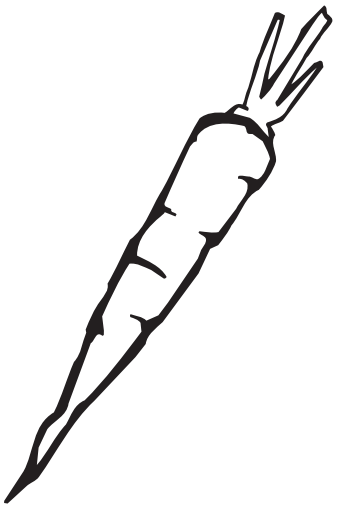


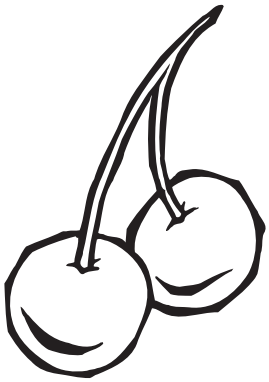

MIXED FRUIT
IN
100%
JUICE

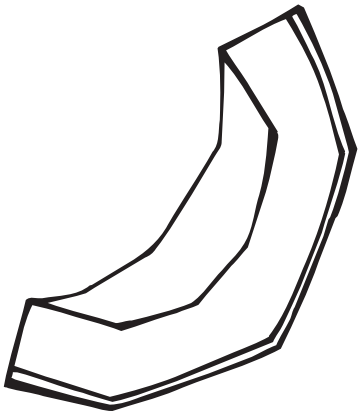


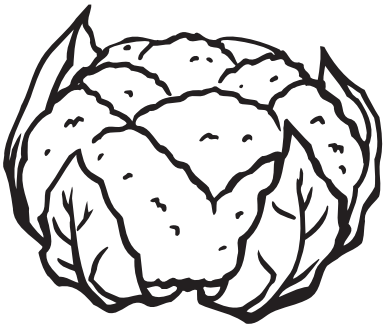


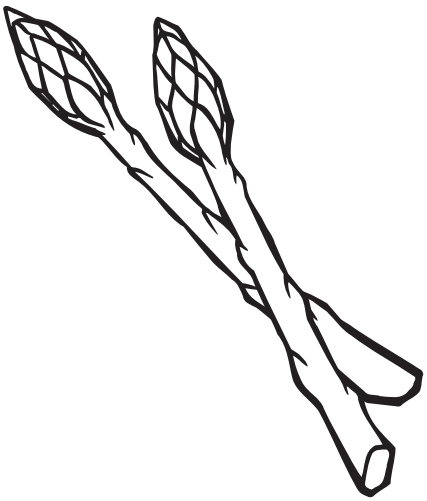


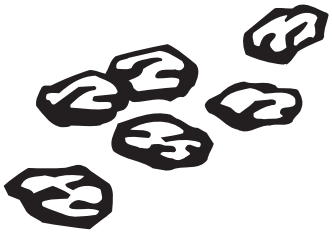


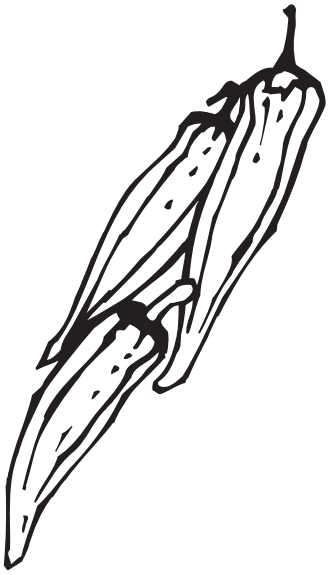




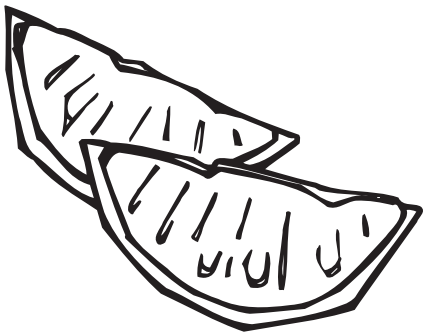


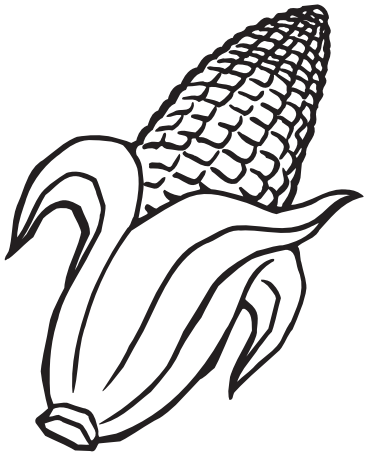


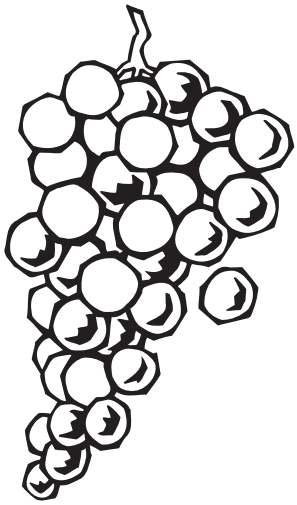


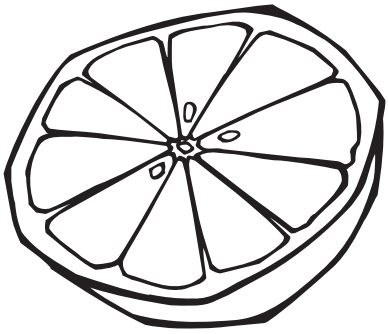


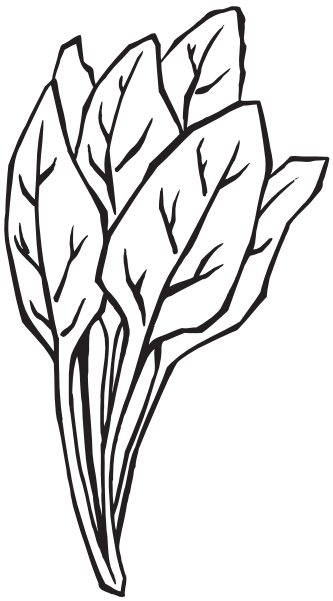

KEEP FROZEN
CALIFORNIA
VEGGIE MIX

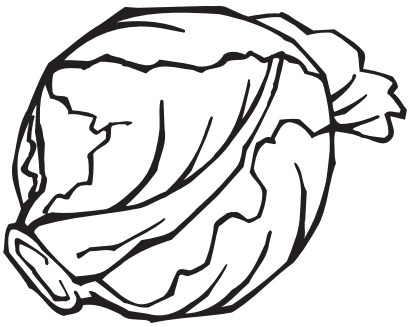




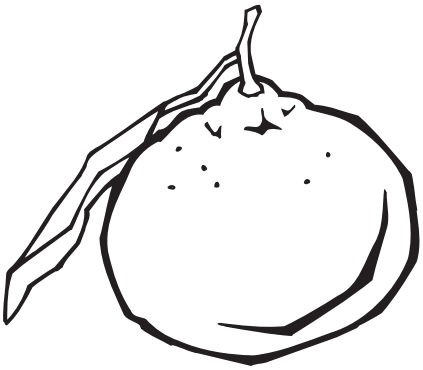


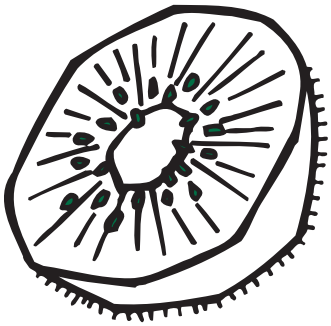


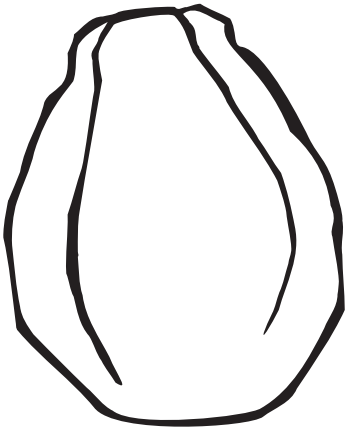


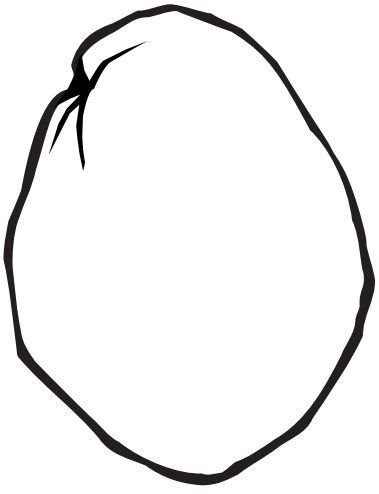


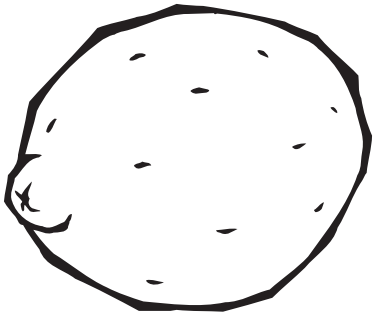

DRIED
FRUIT
MIX

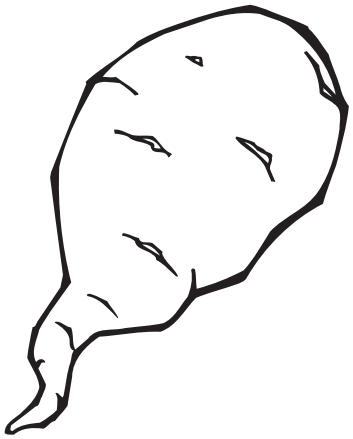


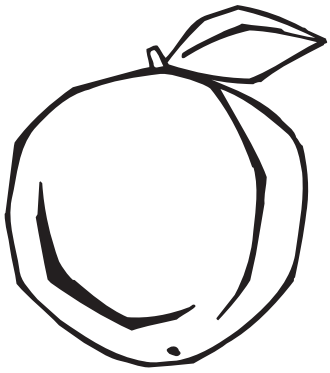


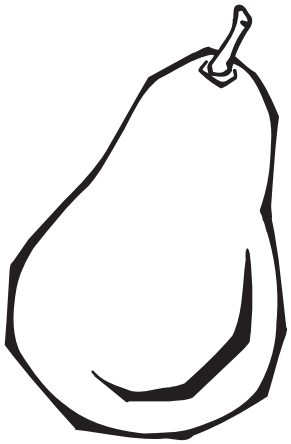


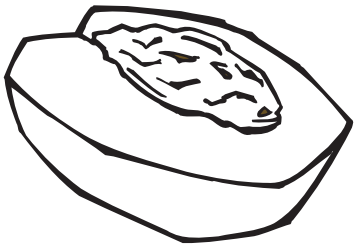


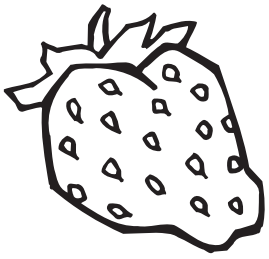


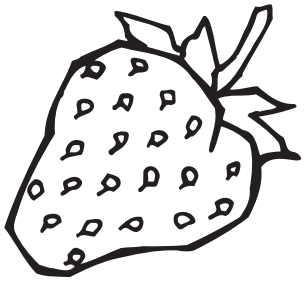


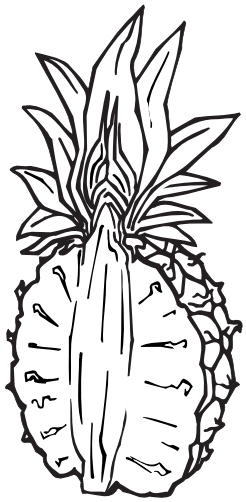


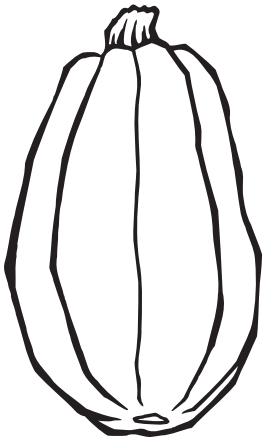


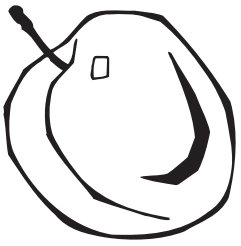


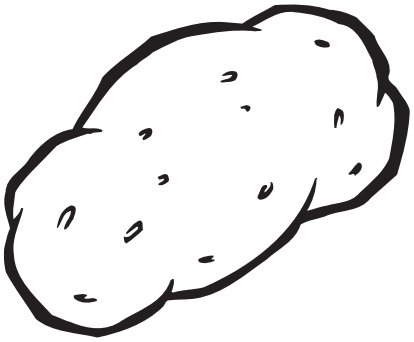


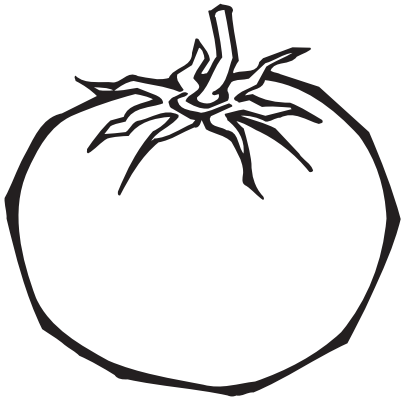


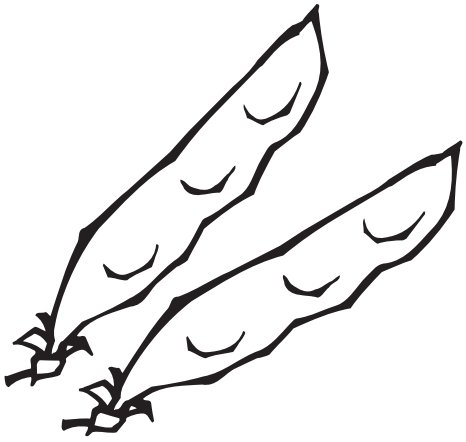


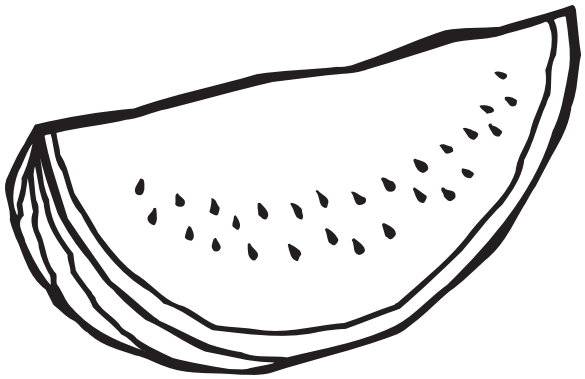


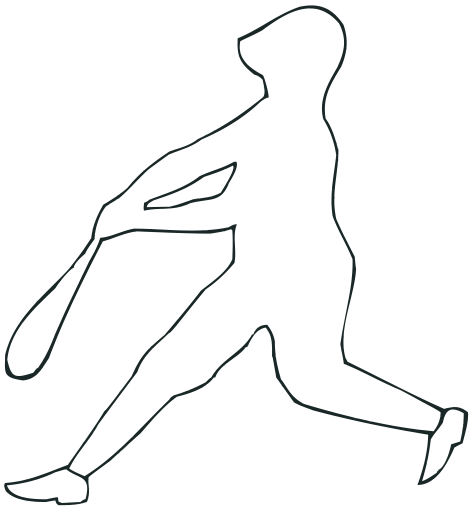


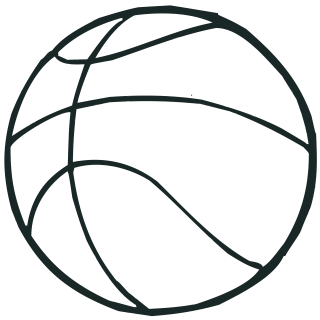


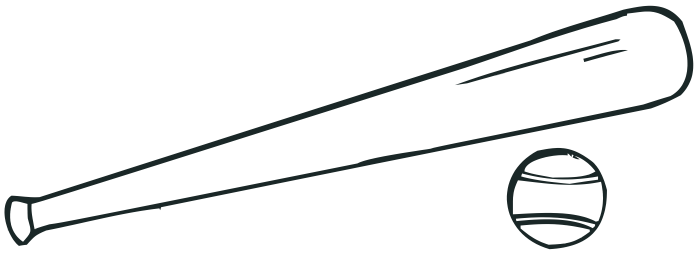


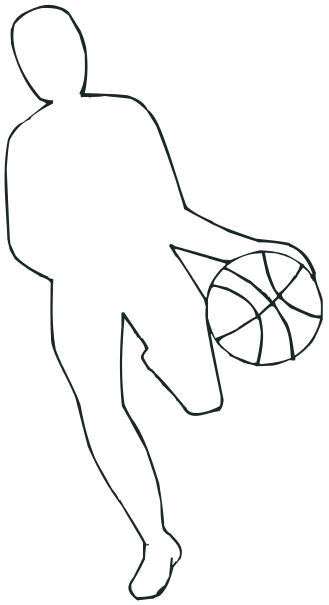


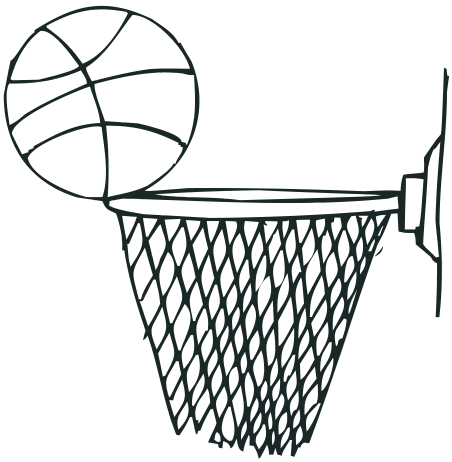


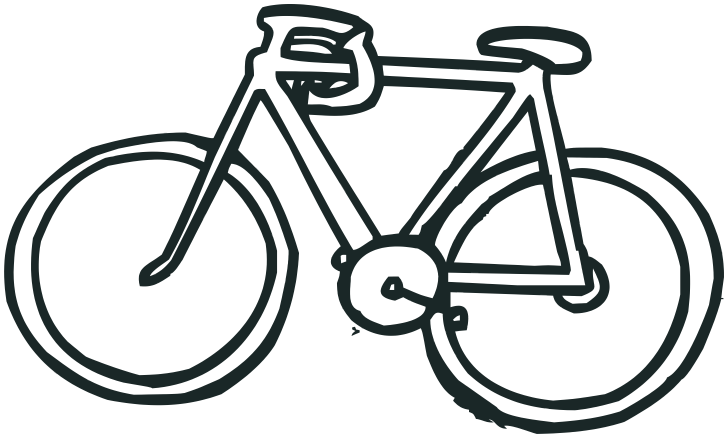


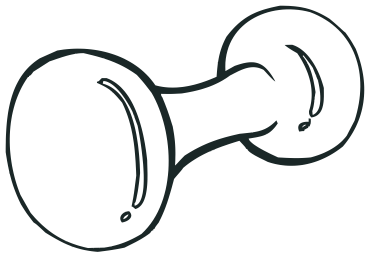


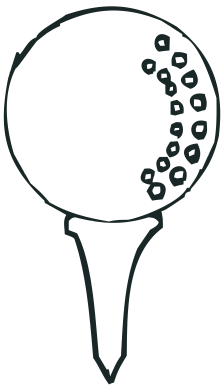


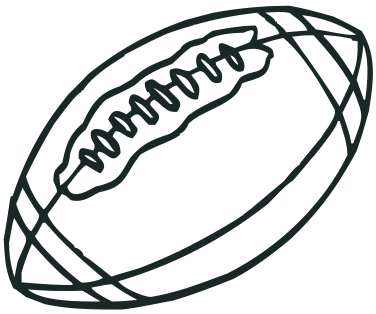


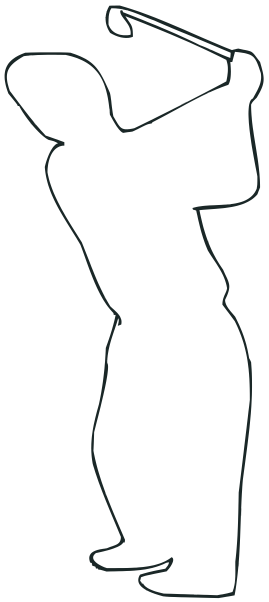


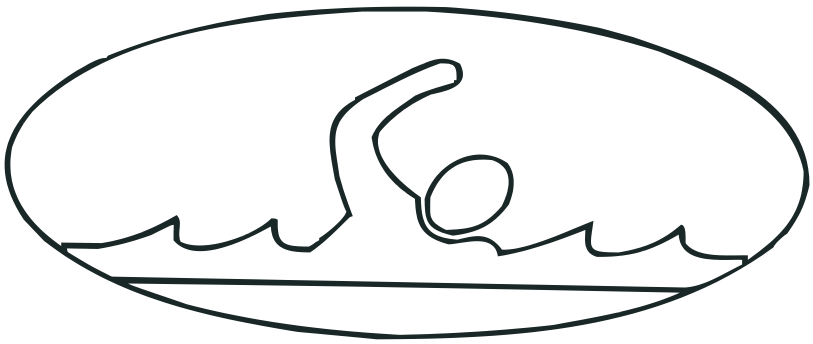


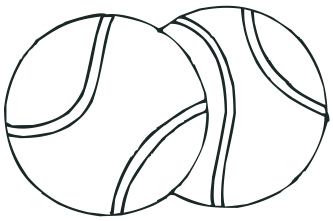


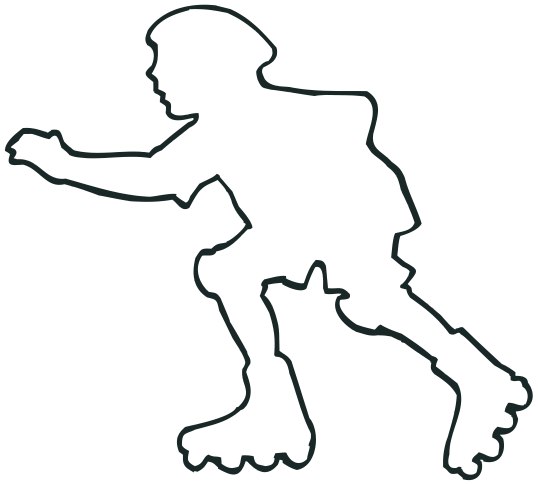






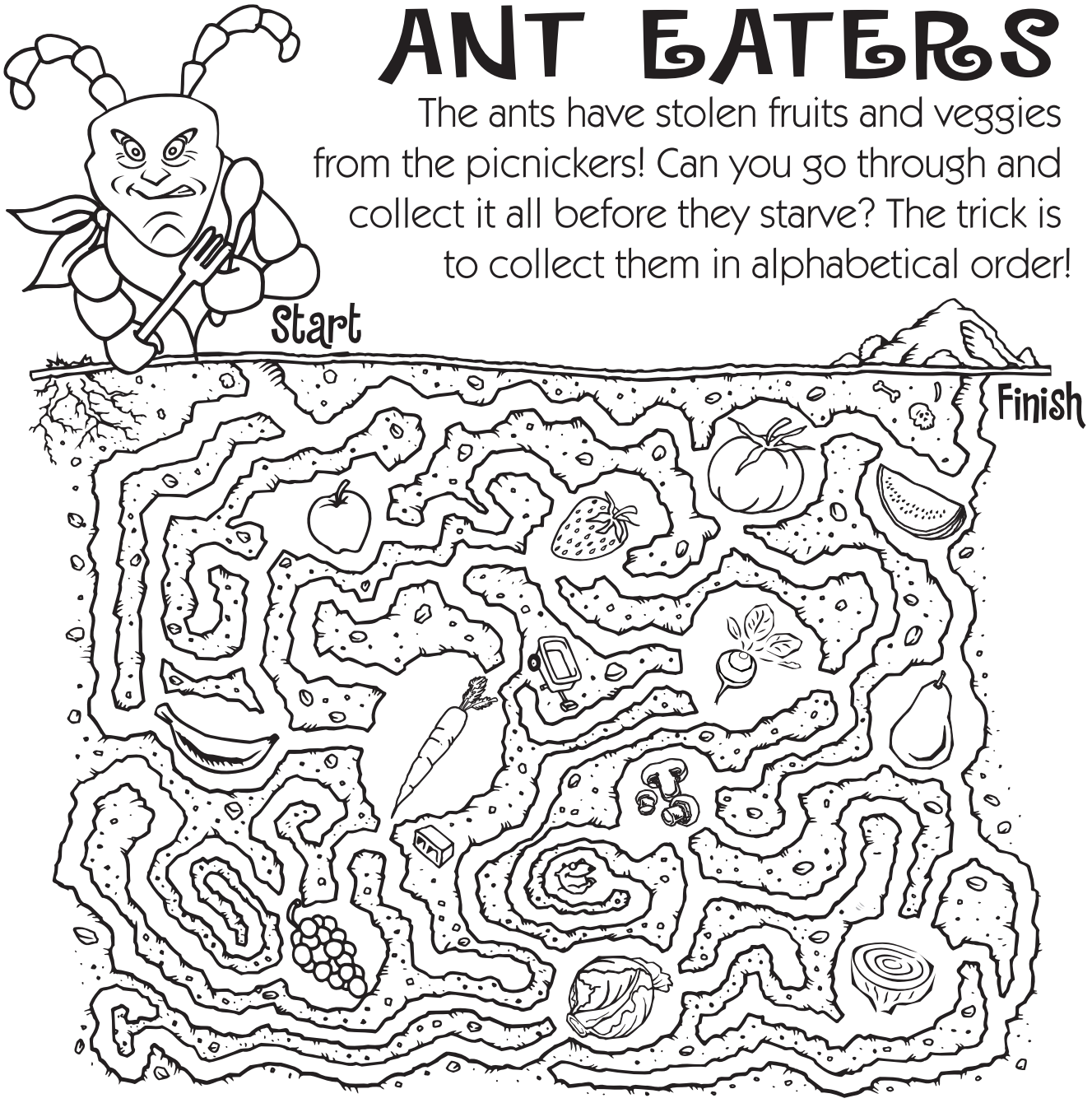






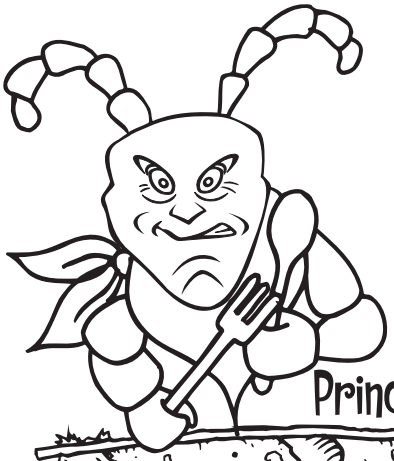
ANT EATERS

The ants have stolen fruits and veggies from the picnickers! Can you go through and collect it all before they starve? The trick is to collect them in alphabetical order!



HORMIGAS TRAVIESAS

¡Las hormigas robaron las frutas y los vegetales de una familia que salió al parque! ¿Puedes entrar al hormiguero y juntarlos antes de que la familia se muera de hambre? El truco es juntarlas en orden alfabético.



ENERGY CODE-BREAKER

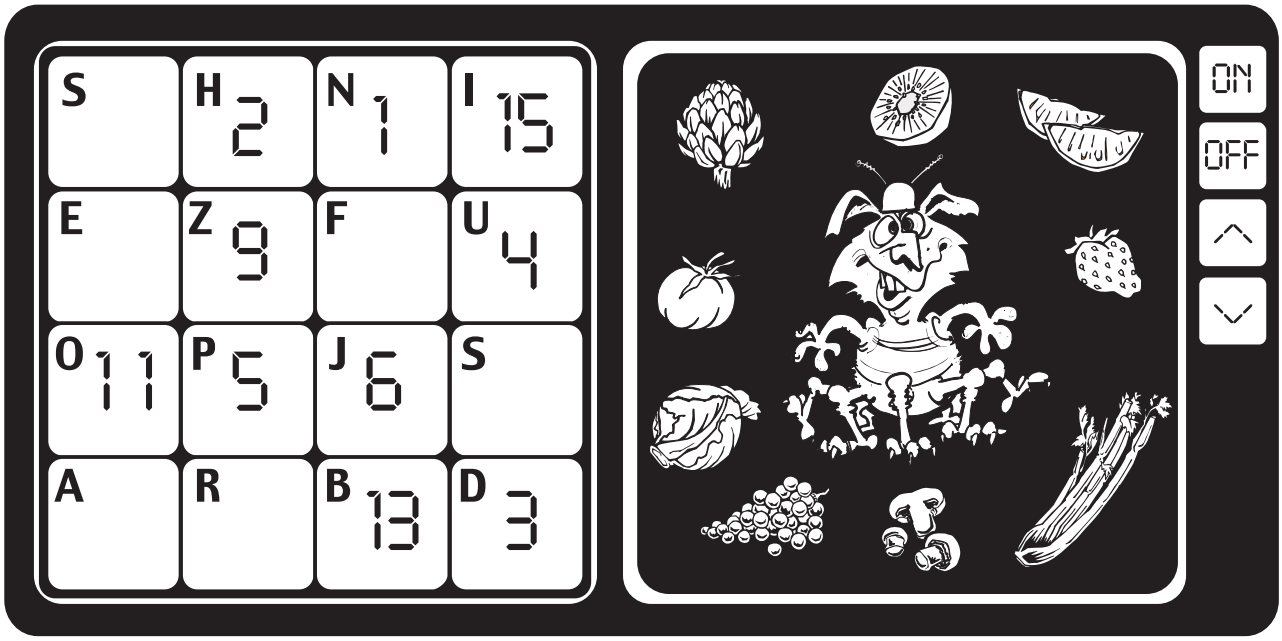
N	H 2	S 1	I 15
A	Z 9	O	U 4
F 11	P 5	J 6	E
G	R	B 13	D 3

In less than 5 minutes this germ will destroy the world unless *you stop him. Usually you* have no problem saving the world., *but today you feel like* you're coming down with a cold. *What do you do? Use* your "Energy Code-Breaker".

The numbers in all the rows, columns, and diagonals have to add up to 30. Can you put in the missing numbers? Once you've done that correctly, use the letters above each number to fill in the blanks below to reveal which fruit will help prevent the cold and give you the energy to save the world!

10	14	7	12	0	8

LA CLAVE DE ENERGÍA



En menos de 5 minutos este germen puede destruir el mundo a *menos que lo detengas.* Normalmente no tienes problemas para *salvar al mundo pero hoy* sientes que estás decayendo debido a un *resfriado. ¿Qué puedes hacer?* ¡Reanimate con la clave de energía!.

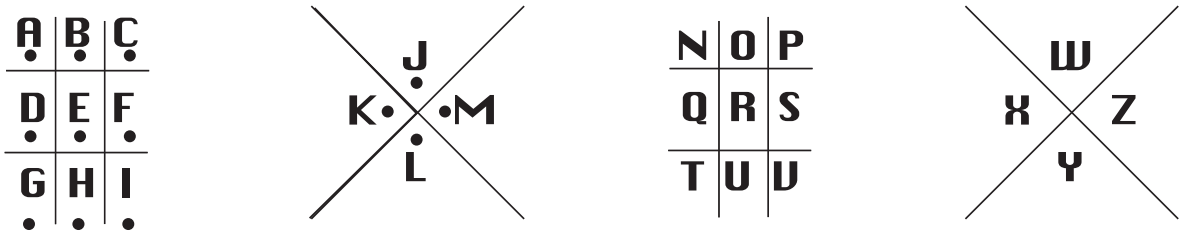
Los números de las filas, columnas y diagonales tienen que sumar 30. ¿Puedes poner los números que hacen falta? Una vez que lo hayas hecho correctamente, usa las letras arriba de cada número para llenar los espacios en blanco a continuación para mostrar cuál fruta te ayudará a prevenir el resfriado y darte la energía que necesitas, ¡para salvar al mundo!

___ ___ ___ ___ ___ ___

10 14 7 12 0 8

FRUIT & VEGGIE ICONS

Below is a coded language. Use the code to spell out the fruit and vegetable names. Then match the fruits and vegetables with the clues at the bottom!



Here is a sample to get you started. K I W I

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Clues

sample **This fruit is green, has black seeds and needs to shave.**

_____ **This fruit is red, purple or green, with or without seeds.**

_____ **This vegetable is orange and grows underground.**

_____ **Over 7,000 varieties of this fruit are grown around the world.**

_____ **This red vegetable isn't a vegetable, it's a fruit.**

_____ **This vegetable isn't a vegetable either, it's a fungus.**

_____ **This vegetable used to be called an earth pear.**

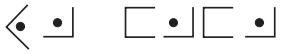
ADIVINANZAS DE FRUTAS Y VEGETALES

Abajo hay letras que están en codigo. Use las letras en codigo para deletrear los nombres de las frutas y vegetales. Luego haga juego con las frutas y vegetales con pistas más abajo.

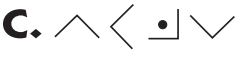
Aqui esta una muestra para comenzar.

A. 

_____

B. 

_____

C. 

_____

D. 

_____

E. 

_____

F. 

_____

Pistas

Muestra **Es verde por dentro y tiene semillas negras.**

_____ **Esta fruta es roja, morada o verde, con o sin semillas.**

_____ **Este vegetal es de color anaranjado y crece en la tierra.**

_____ **Más de 7,000 variedades de esta fruta se producen en todo el mundo.**

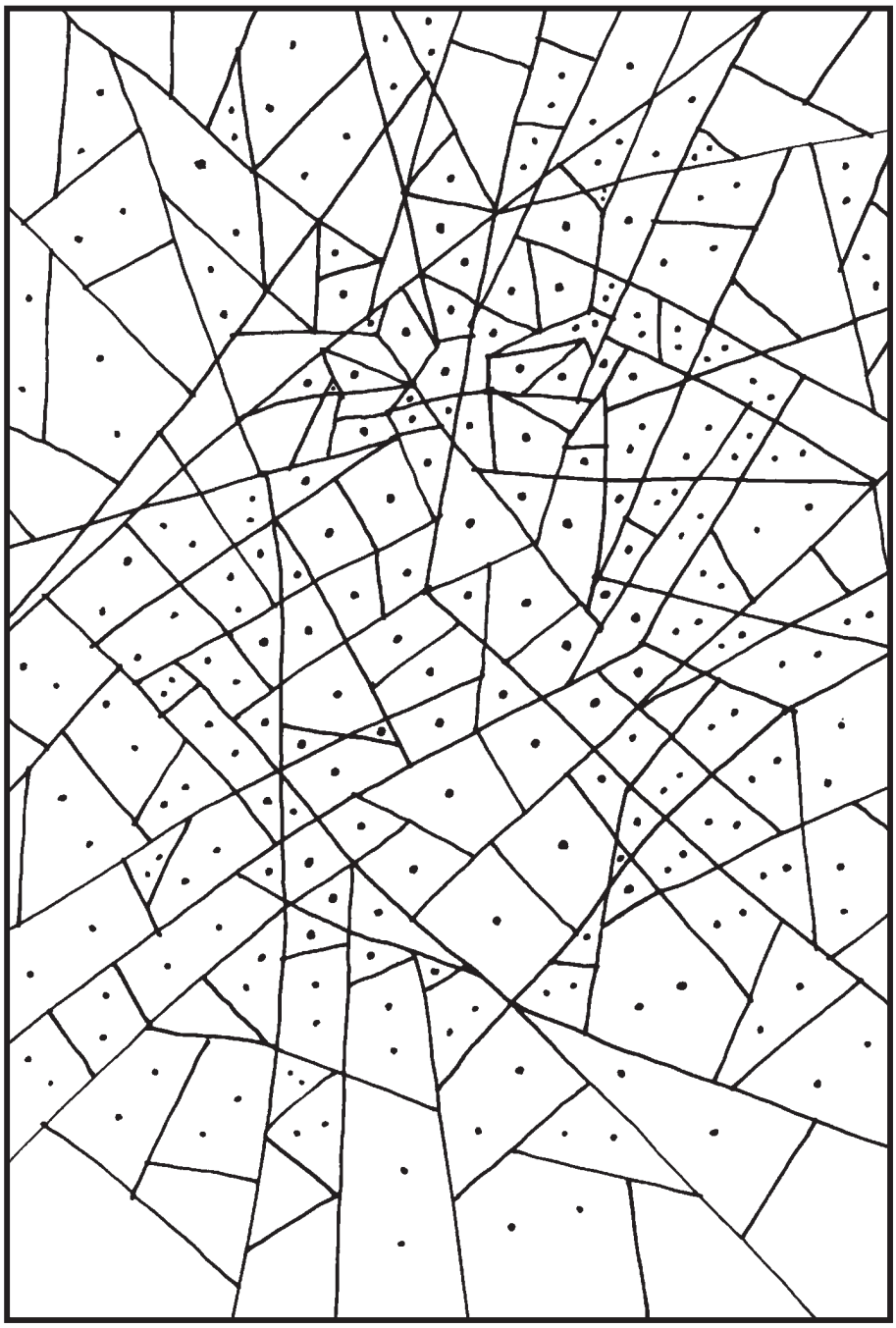
_____ **Parece vegetal de color rojo, pero no es vegetal, es fruta.**

_____ **California produce más de éstos que cualquier otro estado.**

_____ **Este vegetal se deletrea igual que a tu papá y el papa.**

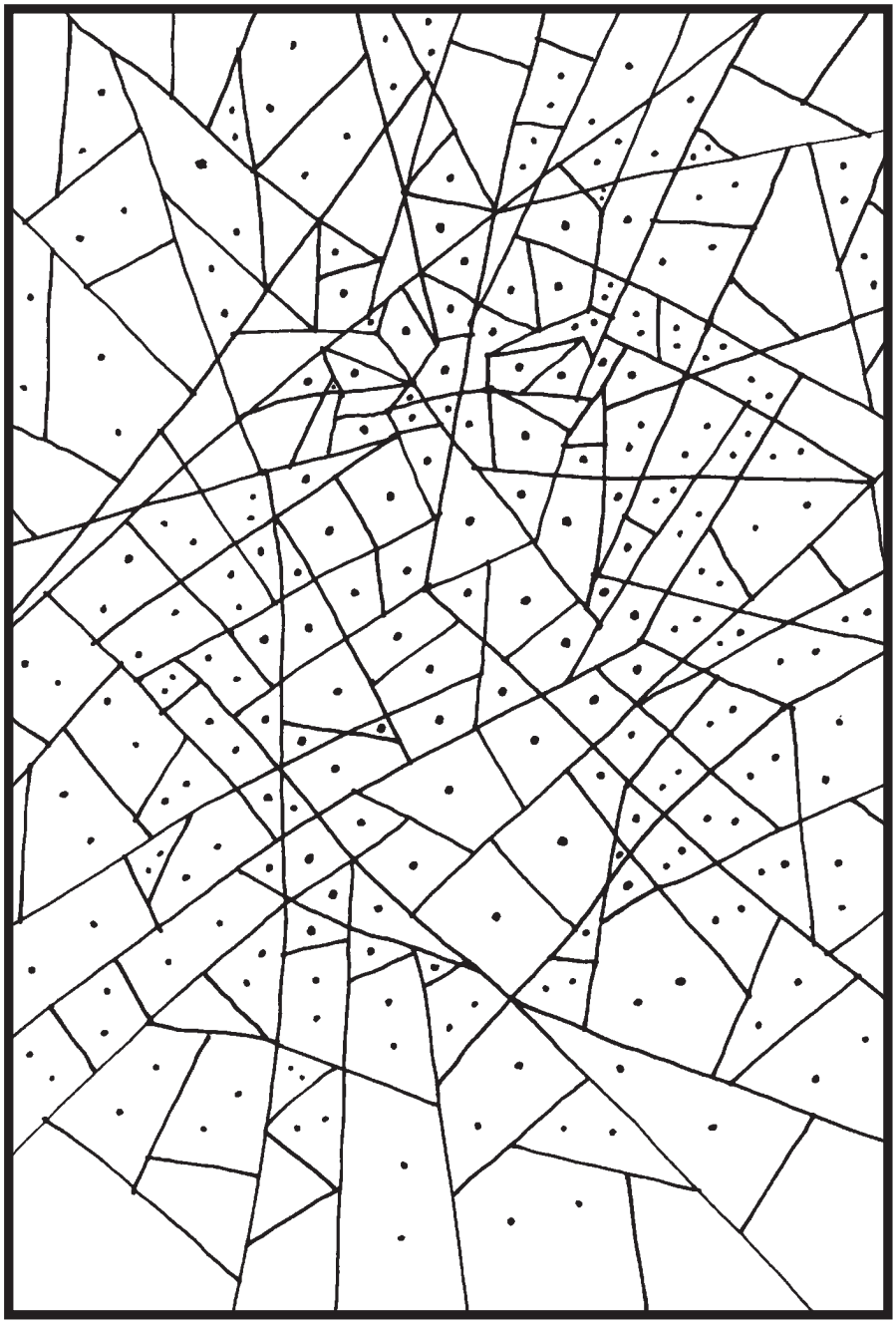
LOTS O' DOTS!

Fill in all the shapes with only one dot in them to discover what popular fruit grows in Hawaii.



¡MONTONES DE PUNTOS!

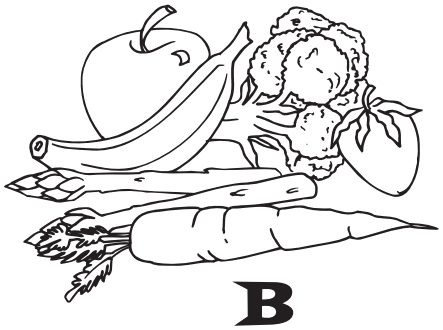
Encuentra todas las formas con un solo punto para descubrir qué fruta muy popular crece en Hawai.



PICTURE THIS!

Which two pictures are exactly the same?

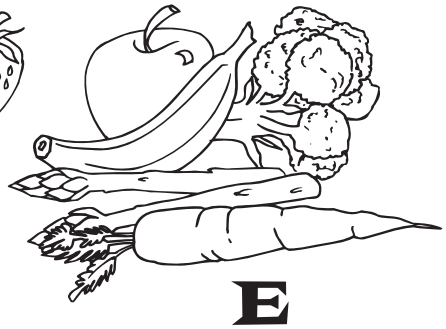
A



B

C

D



E

F

G

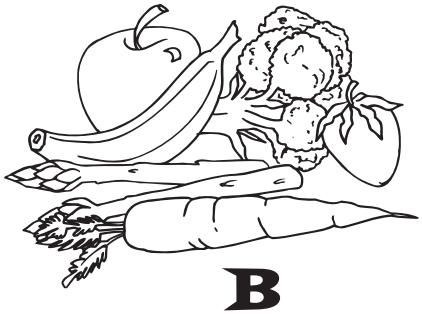
H

I

¡FÍJATE!

¿Cuáles dos figuras son iguales?

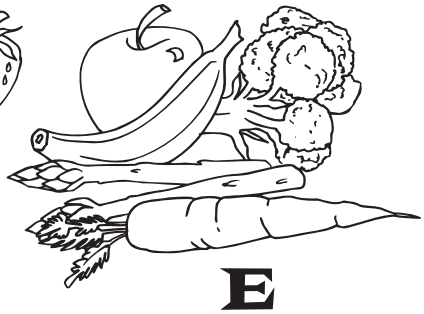
A



B

C

D



E

F

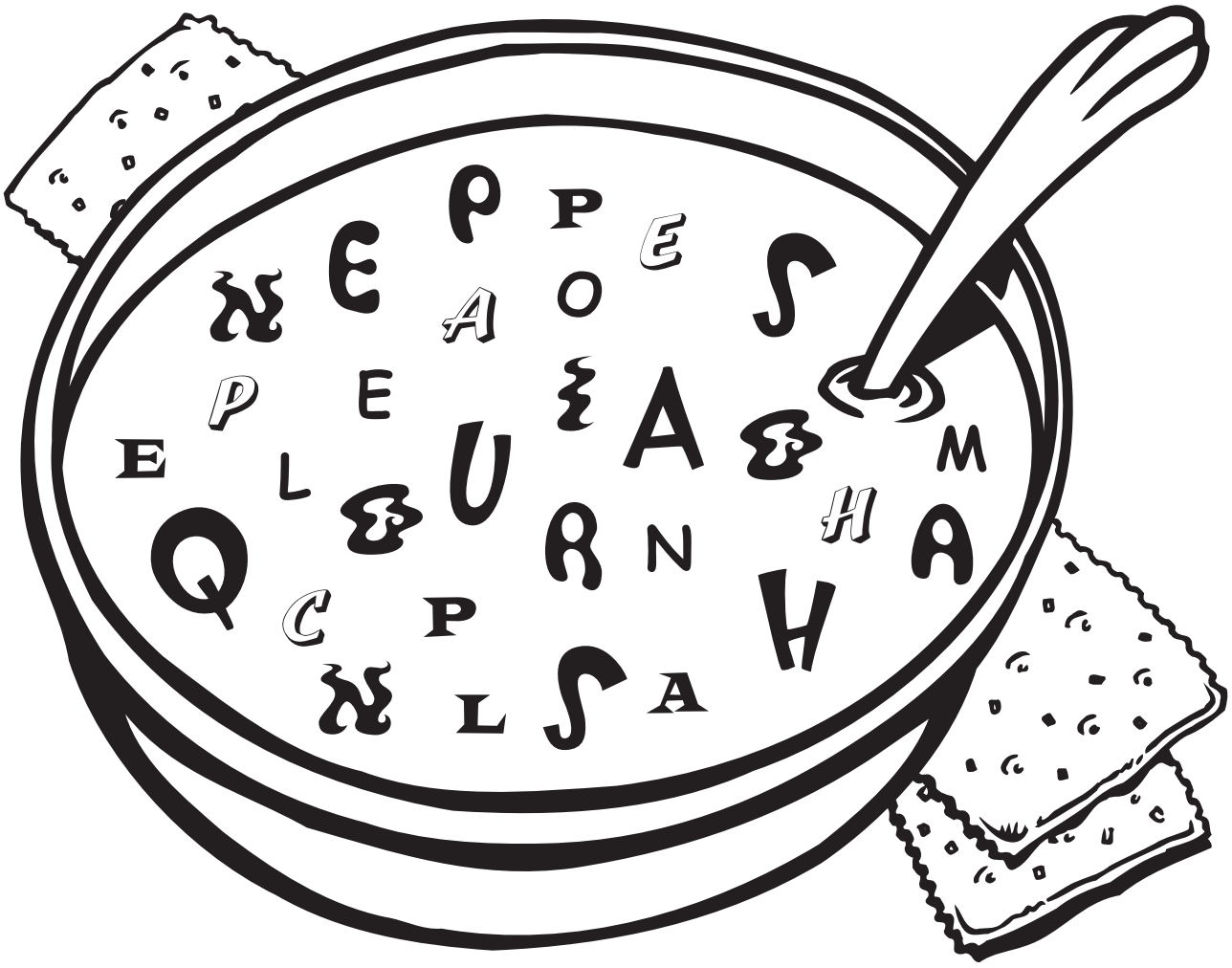
G

H

I

ALPHABET SOUP

This strange soup is made from six different fruits & veggies. Find each style of letters that are the same. Unscramble them to identify the ingredients.



SOPA DE LETRAS

Esta sopa tan extraña está hecha de cinco frutas y vegetales diferentes. Busca todos los estilos de letras que sean iguales. Ponlas en orden para identificar los ingredientes.

Calendar of Healthy Eating and Physical Activity Events

You may wish to plan activities to celebrate the following events related to nutrition, fruits and vegetables, and physical activity. While the events below may be sponsored by for-profit companies, their inclusion is for informational purposes only and does not constitute an endorsement by the *California Children's 5 a Day—Power Play! Campaign*.

January

- Healthy Weight Week (Healthy Weight Journal, www.healthyweight.net and healthyweightnetwork.com)
- National Apricot Day-January 9th (Apricot Producers of California, www.apricotproducers.com)
- National Fiber Focus Month
- National Fresh Squeezed Orange Juice Week (Florida Department of Citrus, www.floridajuice.com)
- National Prune Breakfast Month (California Prune Board, www.californiadriedplums.org)
- National Soup Month

February

- American Heart Month (American Heart Association, www.americanheart.org)
- California Kiwifruit Day-February 2nd (www.kiwifruit.org)
- National Canned Food Month (Canned Food Alliance, www.mealtime.org)
- National Cherry Month (Cherry Marketing Institute, www.cherrymkt.org)
- National Girls and Women in Sports Day (Women's Sports Foundation, www.womenssportsfoundation.org)
- National Grapefruit Month (Texas Sweet Citrus Marketing, www.texasweet.com)
- Potato Lover's Month (National Potato Promotion Board, www.healthypotato.com and www.uspotatos.com)
- Pride in Food Service Week (Dietary Managers Association, www.dmaonline.org)

March

- Johnny Appleseed Day-March 11th (also celebrated on September 26th)
- National Agriculture Day-1st day of spring (Agricultural Council of America, www.agday.org)
- National Artichoke Hearts Day-March 16th (California Artichoke Advisory Board, www.artichokes.org)
- National Frozen Food Month (National Frozen & Refrigerated Foods Association, www.nfraweb.org and www.easyhomemeals.com)
- National Nutrition Month (American Dietetic Association, www.eatright.org)
- National Oranges and Lemons Day-March 31st
- National School Breakfast Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- Peach Blossom Day-March 3rd

April

- Fresh Florida Tomato Month (Florida Tomato Committee, www.floridatomatoes.org; California Tomato Commission, www.tomato.org)
- Golfers Day-April 10th (American Junior Golf Association, www.ajga.org)
- National Cancer Control Month (American Cancer Society, www.cancer.org)
- National Garden Month (National Gardening Association, www.garden.org)
- National Public Health Week-1st full week of the month (American Public Health Association, www.apha.org)
- National TV-Turnoff Week-3rd full week of the month (TV Turnoff Network, www.tvturnoff.org)
- National Youth Sports Safety Month (National Youth Sports Safety Foundation, www.nyssf.org)
- Spring Into Health (American Cancer Society, California Division, www.cancer.org)

- Walk America (March of Dimes, www.modimes.org)
- World Health Day (World Health Organization, www.who.int)
- YMCA Healthy Kids Day (YMCA of the USA, www.ymca.net)

May

- All Children Exercise Simultaneously-1st Wednesday in May at 10:00 a.m. local time (Project ACES, www.projectaces.com)
- Food Allergy Awareness Week (Food Allergy & Anaphylaxis Network, www.foodallergy.org)
- National Asparagus Month (Michigan Asparagus Advisory Board, www.asparagus.org)
- National Bike Month (League of American Bicyclists, www.bikeleague.org)
- National Safe Drinking Water Week-1st full week of the month (U.S. Environmental Protection Agency, www.epa.gov/safewater)
- National Employee Health & Fitness Day-3rd Wednesday in May (National Association for Health & Fitness, www.physicalfitness.org)
- National Physical Education and Sports Week (American Alliance for Health, Physical Education, Recreation, and Dance, www.aahperd.org)
- National Physical Fitness and Sports Month (President's Council on Physical Fitness and Sports, www.fitness.gov)
- National Raisin Week (California Raisins, www.raisins.org)
- National Running and Fitness Week (American Running Association, www.americanrunning.org)
- National School Nurses Day (National Association of School Nurses, www.nasn.org)
- National Strawberry Month (California Strawberry Advisory Board, www.calstrawberry.com)
- Teacher Appreciation Month-Tuesday of the first full week (National Education Association, www.nea.org)
- National Salad Month (California Lettuce Research Board, www.calettuceresearchboard.org)

June

- Eat Your Veggies Day-June 17th
- National Fresh Cherry Week (Northwest Cherry Institute, www.nwcherries.com)
- National Fresh Fruits and Vegetables Month (United Fresh Fruit and Vegetable Association, www.uffva.org)
- National Men's Health Week (www.menshealthweek.org)
- National Papaya Month-also celebrated in September (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
- Stand for Children Day (Stand for Children, www.stand.org)

July

- July Belongs to Blueberries Month (North American Blueberry Council, www.blueberry.org)
- National Golf Month
- National Peach Month-also celebrated in August
- National Salad Week-4th week in July
- National Tennis Month
- National Tug of War Tournament Day
- Therapeutic Recreation Week (National Recreation and Parks Association, www.activeparks.org)

August

- Farmers' Market Week (Agriculture Marketing Service at the USDA, www.ams.usda.gov/farmersmarkets)
- National Kids Day-1st Sunday of the month (www.kidsday.net)
- National Sports Day-August 1st
- National Watermelon Day

September

- Family Health and Fitness Days USA-last Saturday in September (Health Information Resource Center, www.fitnessday.com/family)
- National Apple Month-celebrated September to November (U.S. Apple Association, www.usapple.org; Washington Apple Educational Foundation, www.waef.org)
- **National 5 A Day Month (National Cancer Institute, www.5aday.gov)**
- National Food Safety Education Month (Government Food Safety Information, www.foodsafety.gov and National Restaurant Association Educational Foundation, www.nraef.org)
- National Mushroom Month (Mushroom Council, www.mushroomcouncil.com)
- National Papaya Month-also celebrated in June (Jamaica Papaya Growers Association, www.exportjamaica.org/papaya)
- World Heart Day (www.worldheartday.com)

October

- Child Health Month (American Academy of Pediatrics, www.aap.org/advocacy)
- Healthy Choice American Heart Walk (American Heart Association, www.americanheart.org)
- Health Literacy Month (www.healthliteracymonth.com)
- Healthy Lung Month (American Lung Association, www.lungusa.org)
- National 4-H Week (National 4-H Council, www.4-h.org)
- National Apple Month-celebrated September to November (U.S. Apple Association, www.usapple.org; Washington Apple Educational Foundation, www.waef.org)
- National Child Health Day (American Health Foundation, www.ahf.org and Maternal and Child Health Bureau, www.mchb.hrsa.gov)
- National Cranberry Month (Cranberry Marketing Committee, www.usacranberries.com)
- National Family Health Month (American Academy of Family Physicians, www.aafp.org)
- National Health Education Week (National Center for Health Education, www.nche.org)
- National Noisy Munching Day-October 5th
- National Pickled Pepper Month
- National Roller Skating Month (International Roller Skating Association, www.rollerskating.com)
- National School Lunch Week (School Nutrition Association, formerly American School Food Service Association, www.asfsa.org)
- National Spinach Lovers Month
- Vegetarian Awareness Month
- Walk to School Day (www.walktoschool-usa.org and www.cawalktoschool.com)
- World Food Day (National Committee for World Food Day, Food and Agriculture Organization of the United Nations, www.fao.org)
- World Teachers Day-October 5th

November

- National Allied Health Week (Association of Schools of Allied Health Professionals, www.asahp.org)
- National Clean Out Your Refrigerator Day-November 15th
- National Diabetes Month (American Diabetes Association, www.diabetes.org)
- National Fig Week (California Fig Advisory Board, www.californiafigs.com)
- National Split Pea Soup Month (USA Dry Pea & Lentil Council, www.pea-lentil.com)

December

- National Hand Washing Awareness Week (www.henrythehand.com)
- National Stress Free Family Holiday Month

Organizations and Web Sites Related to Nutrition and Physical Activity

Governmental Agencies and Programs

Action for Healthy Kids
One Massachusetts Avenue, NW
Suite 800
Washington, DC 20001
www.actionforhealthykids.org

After School Physical Activity
(free materials and activities)
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399
Phone: 858-292-3500
www.afterschoolpa.com

California Department of Education
Nutrition Services Division
560 J Street
Sacramento, CA 95814
Phone: 800-952-5609
Fax: 916-445-4842
www.cde.ca.gov/ls/ns

SHAPE California (Shaping Health as Partners in Education)
Nutrition Services Division
www.cde.ca.gov/ls/nu/he/shape.asp

Bureau of Publications, Sales Unit
1430 N Street
Sacramento, CA 95814
Phone: 916-319-0800
www.cde.ca.gov/re

California Department of Food and Agriculture
Office of Public Affairs
1220 N Street
Sacramento, CA 95814
Phone: 916-654-0462
www.cdfa.ca.gov

California Department of Health Services
California 5 a Day Campaign and California Nutrition Network for Healthy, Active Families
California Department of Health Services
Cancer Prevention and Nutrition Section
P.O. Box 997413, MS 7204
Sacramento, CA 95899-7143
Phone: 888-EAT-FIVE
www.ca5aday.com

California Project LEAN (Leaders Encouraging Activity and Nutrition)
California Department of Health Services
P.O. Box 997413, MS 7211
Sacramento, CA 95899-7413
Phone: 916-552-9907
Fax: 916-552-9909
www.californiaprojectlean.org and
www.CaProjectLEAN.org

California Safe Routes to School Initiative
Phone: 916-552-9939
www.dhs.ca.gov/epic/Sr2s

California Healthy Kids Resource Center
313 W. Winton Ave.
Hayward, CA 94544
Phone: 510-670-4581 or 670-4583
Fax: 510-670-4582
www.californiahealthykids.org

Centers for Disease Control and Prevention
Division of Nutrition & Physical Activity
National Center for Chronic Disease Prevention and Health Promotion
4770 Buford Highway, NE, MS/K-24
Atlanta, GA 30341-3717
Phone: 770-488-5820
Fax: 770-488-5473
www.cdc.gov/nccdphp/dnpa

Division of Adolescent and School Health (DASH)
www.cdc.gov/healthyYouth/index.htm

"VERB" Youth Media Campaign
(promoting physical & pro-social activity)
www.cdc.gov/youthcampaign

BAM! Body and Mind
(for children ages 9-13)
www.bam.gov

FoodSafety.gov
Gateway to Government Food Safety Information
www.foodsafety.gov

National Cancer Institute
Division of Cancer Control and Population Sciences
National Cancer Institute
6130 Executive Boulevard
Executive Plaza North, Room 4055C
Bethesda, MD 20892
Phone: 301-496-8520
Fax: 301-480-2087
www.5aday.gov

Nutrition.gov
Provides access to all online federal government information on nutrition, healthy eating, physical activity and food safety.
www.nutrition.gov

President's Council on Physical Fitness and Sports
Dept. W
200 Independence Avenue SW
Room 738-H
Washington, DC 20201-0004
Phone: 202-690-9000
Email: pcpfs@osophs.dhhs.gov
www.fitness.gov

United States Department of Agriculture
Team Nutrition
3101 Park Center Drive, Room 632
Alexandria, VA 22302
Phone: 703-305-1624
Email: teamnutrition@fns.usda.gov
www.fns.usda.gov/tn

Center for Nutrition Policy and Promotion
3101 Park Center Drive, Room 1034
Alexandria, VA 22302-1594
www.usda.gov/cnpp
www.mypyramid.gov

Food and Nutrition Information Center
Agricultural Research Service, USDA
National Agricultural Library, Room 105
10301 Baltimore Avenue
Beltsville, MD 20705-2351
Phone: 301-504-5719
www.nal.usda.gov/fnic

Growers' Associations and Commissions

American Mushroom Institute
1 Massachusetts Avenue, NW, Suite 800
Washington, DC 20001
Phone: 202-842-4344
www.americanmushroom.org

Apricot Producers of California
P.O. Box 974
Turlock, CA 95381
Phone: 209-632-9777
www.apricotproducers.com

Ark-La-Tex Blueberry Growers Association
10268 FM 314
Edom, TX 75756
Phone: 903-852-6175
www.bestberry.org

California Apple Commission
4974 East Clinton Way, Suite 125
Fresno, CA 93727
Phone: 559-456-0900
www.calapple.org

California Artichoke Advisory Board
P.O. Box 747, 10719 Merritt Street
Castroville, CA 95012
Phone: 831-633-4411
www.artichokes.org

California Asparagus Commission
311 E Main Street, Suite 204
Stockton, CA 95202
Phone: 209-474-7581
www.calasparagus.com

California Avocado Commission
38 Discovery, Suite 150
Irvine, CA 92615
Phone: 949-341-1955
www.avocado.org

California Certified Organic Farmers
1115 Mission Street
Santa Cruz, CA 95060
Phone: 831-423-2263
Toll Free: 800-423-2263
www.ccof.org

California Cling Peach Board
531-D North Alta Avenue
Dinuba, CA 93618
Phone: 559-595-1425
www.calclingpeach.com

California Date Administration Committee
P.O. Box 1736
Indio, CA 92201
Phone: 760-347-4510
www.datesaregreat.com

California Dried Plum Board
P.O. Box 348180
Sacramento, CA 95834
Phone: 916-565-6232
www.californiadriedplums.org

California Federation of Certified Farmers' Markets
P.O. Box 1813
Davis, CA 95616
Phone: 530-753-9999
www.cafarmersmarkets.com

California Fig Advisory Board
7395 N Palm Bluffs, Suite 106
Fresno, CA 93711
Phone: 559-440-5400
www.californiafigs.com

California Fresh Apricot Council
19 Sherwood Court
San Francisco, CA 94127
Phone: 415-584-4063
www.califapricot.com

California Fresh Carrot Advisory Board
531-D North Alta Avenue
Dinuba, CA 93618
Phone: 559-591-5675

California Kiwifruit Commission
9845 Horn Road, Suite 160
Sacramento, CA 95827
Phone: 916-362-7490
www.kiwifruit.org

California Pear Advisory Board
1521 "I" Street
Sacramento, CA 95814
Phone: 916-441-0432
www.calpear.com

California Raisin Marketing Board
3445 North First Street, Suite 101
Fresno, CA 93726
Phone: 559-248-0287
www.calraisins.org

California Rare Fruit Growers, Inc.
The Fullerton Arboretum, CSUF
ATTN: CA Rare Fruit Growers, Inc.
P.O. Box 6850
Fullerton, CA 92834-6850
E-mail: info@crfg.org
www.crfg.org

California Strawberry Advisory Board
P.O. Box 269
Watsonville, CA 95077
Phone: 831-724-1301
www.calstrawberry.com

California Table Grape Commission
P.O. Box 27320
Fresno, CA 93729-7320
Phone: 559-447-8350
www.tablegrape.com

California Tomato Board
1625 E. Shaw Avenue, Suite 122
Fresno, CA 93710
Phone: 559-230-0116
www.tomato.org

California Tree Fruit Agreement
P.O. Box 968
Reedley, CA 93654-0968
Phone: 559-638-8260
www.caltreefruit.com
and www.eatcaliforniafruit.com

Cherry Marketing Institute
P.O. Box 30285
Lansing, MI 48909
www.cherrymkt.org

Dairy Council of California
1101 National Drive, Suite B
Sacramento, CA 95834
Phone: 888-868-3133
www.dairycouncilofca.org

Florida Department of Citrus
P.O. Box 148
Lakeland, FL 33802-0148
www.floridajuice.com

Fresh Produce & Floral Council
6301 Beach Blvd., Suite 150
Buena Park, CA 90621
Phone: 714-739-0177
www.fpfc.org

Georgia Department of Agriculture
19 Martin Luther King Jr. Dr. S.W.
Atlanta, GA 30334
Phone: 404-656-3685
www.agr.state.ga.us

International Banana Association
1901 Pennsylvania Ave NW, Suite 1100
Washington, DC 20006
Email: info@eatmorebananas.com
www.eatmorebananas.com

Leafy Greens Council
33 Pheasant Lane
St. Paul, MN 55127
Phone: 651-484-3321
www.leafy-greens.org

Mushroom Council
11501 Dublin Blvd. Suite 200
Dublin, CA 94568
Phone: 925-556-2749
www.mushroomcouncil.com

National Onion Association
822 7th Street, Suite 510
Greely, CO 80631
Phone: 970-353-5895
www.onions-usa.org

National Watermelon Promotion Board
P.O. Box 140065
Orlando, FL 32814-0065
Phone: 407-657-0261
www.watermelon.org

North Carolina Sweetpotato Commission
1327 North Bright Leaf Blvd., Suite H
Smithfield, NC 27577
Phone: 919-989-7323
www.ncsweetpotatoes.com

Pear Bureau Institute
4382 SE International Way, Suite 203
Milwaukie, OR 37222
Phone: 503-652-9720
www.usapears.com

Produce Marketing Association
P.O. Box 6036
Newark, DE 19714-6036
www.aboutproduce.com
and www.pma.com

Sweet Potato Council of California
P.O. Box 366
Livingston, CA 95334
www.cayam.com

Washington Apple Commission
2900 Euclid Ave
P.O. Box 18
Wenatchee, WA 98807
Phone: 509-663-9600
www.bestapples.com

Washington Apple Education Foundation
P.O. Box 3720
Wenatchee, WA 98807
Phone: 509-663-7713
www.waef.org

Washington Red Raspberry Commission
1796 Front St.
Lynden, WA 98264
Phone: 360-354-8767
www.red-raspberry.org

Washington State Potato Commission
108 Interlake Road
Moses Lake, WA 98837
Phone: 509-765-8845
www.potatoes.com

Wild Blueberry Association of North America
59 Cottage Street
P.O. Box 180
Bar Harbor, ME 04469
Phone: 800-899-3459
www.wildblueberries.com

Health Advocacy Organizations and Foundations

American Association for the Child's Right to Play
240 Hofstra University
Hempstead, NY 11548
Phone: 516-463-5176
www.ipausa.org

American Cancer Society
Check telephone listings for local chapter
Phone: 800-ACS-2345
www.cancer.org

American Community Gardening Association
ACGA c/o Council on the Environment of NY City
51 Chambers Street, Suite 228
New York, NY 10007
Phone: 877-ASK-ACGA
www.communitygarden.org

American Diabetes Association
National Call Center
1701 North Beauregard Street
Alexandria, VA 22311
Phone: 800-342-2383
www.diabetes.org

American Heart Association
Check telephone listings for local chapter
Phone: 800-AHA-USA-1
www.americanheart.org and
www.justmove.org

American School Health Association
P.O. Box 708
Kent, OH 44240
Phone: 330-678-1601
www.ashaweb.org

Bright Futures
Georgetown University
Box 571272
Washington, DC 20057-1272
Phone: 202-784-9556
Fax: 202-784-9777
E-mail: Brightfutures@ncemch.org
www.brightfutures.org

California Adolescent Nutrition and Fitness Program
2140 Shattuck Avenue, Suite 610
Berkeley, CA 94704
Phone: 510-644-1535
www.canfit.org

California Association for Health, Physical Education, Recreation, and Dance
1501 El Camino Avenue, Suite 3
Sacramento, CA 95815-2748
Phone: 800-499-3596 or 916-922-3596
www.cahperd.org and www.aahperd.org

California Food Policy Advocates
116 New Montgomery Street, Suite 530
San Francisco, CA 94105
Phone: 415-777-4422
www.cfpa.net

California Foundation for Agriculture in the Classroom
2300 River Plaza Dr.
Sacramento, CA 95833-3293
Phone: 916-561-5625
www.cfaitc.org

California Park and Recreation Society
7971 Freeport Blvd.
Sacramento, CA 95832-9701
Phone: 916-665-2777
www.cprs.org

California School Food Service Association
1804 W. Burbank Blvd.
Burbank, CA 91506
Phone: 818-842-3040
www.csfsa.org

The Center for Health and Health Care in Schools
1350 Connecticut Ave., Suite 505
Washington, DC 20036
Phone: 202-466-3396
Fax: 202-466-3467
www.healthinschools.org

Center for Health Improvement
1330 21st Street, Suite 100
Sacramento, CA 95814
Phone: 916-930-9200
www.healthpolicycoach.org

Center for Science in the Public Interest
1875 Connecticut Ave., N.W., Suite 300
Washington, DC 20009
Phone: 202-332-9110
E-mail: cspi@cspinet.org
www.cspinet.org or www.smart-mouth.org (children's site)

School Nutrition Association
(formerly American School Food Service Association)
700 South Washington Street, Suite 300
Alexandria, VA 22314
Phone: 703-739-3900
www.asfsa.org

Sports, Play, and Active Recreation for Kids (SPARK)
438 Camino Del Rio South, Suite 110
San Diego, CA 92108
Phone: (800) SPARK PE
Fax: (619) 293-7992
E-mail: spark@sparkpe.org
www.sparkpe.org

Society for Nutrition Education
7150 Winton Drive, Suite 300
Indianapolis, IN 46260
Phone: 800-235-6690
www.sne.org

Strategic Alliance for Healthy Food and Activity Environments
c/o Prevention Institute
265 29th Street
Oakland, CA 94611
Phone: 510-444-7738
www.preventioninstitute.org/sa

Food Industry and Marketing Groups

The list below includes for-profit organizations. Their inclusion in this list is for informational purposes only and does not constitute an endorsement by the *California Children's 5 a Day—Power Play! Campaign*.

American Frozen Food Institute
2000 Corporate Ridge, Suite 1000
McLean, VA 22102
Phone: 703-821-0770
www.affi.com

Dole Food Company, Inc.
One Dole Drive
Westlake Village, CA 91362
Phone: 800-232-8888
www.dole5aday.com and www.dole.com

Food Marketing Institute
655 15th Street, NW
Washington, DC 20006
Phone: 202-452-8444
www.fmi.org

General Mills Foundation
(offers grants to non-profit organizations for youth nutrition and fitness programs)
P.O. Box 9452
Minneapolis, MN 55440
Phone: 800-328-1144
www.generalmills.com/corporate/committment/community

Mann Packing Company, Inc.
P.O. Box 690
Salinas, CA 93902
Phone: 800-285-1002
www.broccoli.com

Melissa's/World Variety Produce
P.O. Box 2117
Los Angeles, CA 90021
Phone: 800-588-0151
www.melissas.com

Monterey Mushroom, Inc.
260 Westgate Drive
Watsonville, CA 95076
Phone: 800-333-MUSH
www.montmush.com

National Frozen & Refrigerated Foods Association
P.O. Box 6069
Harrisburg, PA 17112
Phone: 717-657-8601
www.nfraweb.org

Ocean Spray Cranberries, Inc.
One Ocean Spray Drive
Lakeville-Middleboro, MA 02349
Phone: 508-946-1000
www.oceanspray.com

Pfyffer Associates Brussels Sprouts
2611 Mission Street
Santa Cruz, CA 95060
Phone: 831-423-8572
www.brussels-sprouts.com

Produce for Better Health Foundation
5431 Limestone Rd.
Wilmington, DE 19808
Phone: 302-235-2329
www.5aday.com

Sunkist Growers, Inc.
P.O. Box 7888
Van Nuys, CA 91409
Phone: 818-986-4800
www.sunkist.com

Wegmans Food Markets
www.wegmans.com/kitchen/ingredients/produce